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ABSTRACT

This set of training materials was developed for a nationwide prevention education program designed to develop new citizen awareness of the importance of making sound, personal decisions leading to the reduction of drinking problems and alcoholism. There are three packages of prevention education materials presented: Reflections in a Glass, for women; The Power of Positive Parenting, for parents of young children; and An Ounce of Prevention, for Black Americans. The workshop materials are designed so that participants can develop individual plans to be used in their own States. These proceedings also describe a new strategy designed to reach into local communities through the use of community people as group leaders. (PJC)

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NATIONAL INSTITUTE ON ALCOHOL ABUSE AND ALCOHOLISM

Proceedings of a Workshop on

DECISIONS AND DRINKING
A National Prevention Education Strategy

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

In 1973, the National Center for Alcohol Education (NCAE), an education project funded by the National Institute on Alcohol Abuse and Alcoholism (NIAAA), undertook the job of developing training materials for a nationwide prevention education program. NIAAA had been trying various approaches to prevention. One of these was the creation of materials that could be used to develop new citizen awareness of the importance of making sound, personal decisions that might lead to a reduction in the incidence of drinking problems and alcoholism throughout the country. NCAE took on the development of these materials.

State Prevention Coordinators (staff of State Alcoholism Authorities who have responsibility for prevention) and others responsible for conducting prevention activities throughout the country have been eagerly awaiting the arrival of the prevention materials. Thus, great anticipation was the order of the day when representatives of 44 States and territories gathered in San Antonio, Texas, from January 22 through 27, 1978, to study the materials, participate in simulations of the way they should be used, and develop individual plans for using them in their States.

The Workshop marked the launching of an effort to carry out local implementation of a federally developed resource. The Workshop was designed so that everyone in attendance returned home either with concrete plans for overseeing the presentation of three training courses to specific community groups in their States or with plans for taking steps that would soon lead to presentation of the courses.

The sponsor of the Workshop was the National Center for Alcohol Education. Co-sponsors were the four Area Alcohol Education and Training Programs, groups which had established regional education and training priorities and funded training grants approved by their Boards and authorized by NIAAA. The host for the Workshop was the Western Area Program, William Wilkinson, Director. Dr. Wilkinson contributed effectively to making it possible for Federal, regional, and State representatives to come together to share ideas and make plans in a collaborative fashion, learning from each other. The group was also welcomed by Wayne Ewen, Special Assistant to the Director, Texas Commission on Alcoholism.

Presentation of the new program to the States gave NIAAA the opportunity to chart a new course for the use of a national prevention action strategy. Ellen Ferris, D.S.W., NIAAA Special Assistant to the Director of the Division of Resource Development and the Project Officer for NCAE, observed that many decisions had been made in the process of developing the materials. Not the least of these, she said, was the series of decisions that led to the availability of funds to produce the packages. She pointed out that in delivering the courses that would enable Americans to make responsible decisions about drinking, "the most important decisions will be those of the State representatives as they use the packages in their States."

The proceedings which follow constitute more than a summary report of the Workshop. Prepared primarily for people who are interested in advancing alcohol abuse prevention or in the field of prevention itself, the proceedings provide insight into a method for developing a prevention education strategy and translating it into a tool that can be delivered locally. The proceedings also clearly describe the new prevention action strategy--a strategy designed to reach into local communities through the use of local community people as group leaders. Some ideas are provided about how different States will implement the strategy. The utilization activities planned by the Workshop participants for their individual States should be of interest to anyone attempting to reach a mass audience with prevention information and activities. We hope that the stimulation experienced by Workshop participants will be reflected in the pages that follow, and that readers will benefit from becoming familiar with this approach to carrying out federally designed prevention activities at the grassroots level.

The Workshop was a special occasion, introducing and demonstrating the use of materials that can bring to reality a carefully developed national alcohol abuse prevention action strategy. It represented the culmination of a carefully conducted Federal process, with the prevention program now ready for presentation to the ultimate recipients of any Federal program--the American public.

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INTRODUCTION

The objective of the San Antonio Workshop was to present three packages of prevention education materials called Decisions and Drinking (D&D) to program personnel representing State Alcoholism Authorities. They will coordinate the use of D&D by local groups in their States. The three courses, or packages, developed by the National Center for Alcohol Education (NCAE), are:

Reflections in a Glass, for women

The Power of Positive Parenting, for parents of young children

An Ounce of Prevention, for black Americans

The specific objectives for the Workshop, as defined by NCAE, were to:

- Provide State prevention program representatives with information and experience that is basic to appropriate and effective use of the Decisions and Drinking packages.
- Develop State Utilization Plans for Decisions and Drinking as a basis for allocating packages to the States.
- Define a continuing relationship between NCAE and the States regarding the use of Decisions and Drinking.

Another important purpose of the Workshop was to help State alcohol prevention representatives understand the role they could play as brokers of the Decisions and Drinking materials, by identifying community groups to present the prevention education courses and providing guidance to sponsoring groups and to the people selected as lay facilitators (group leaders). While they were in San Antonio, the State prevention personnel would develop plans for these activities.

Origins of the Workshop

Since the Decisions and Drinking courses are designed as educational tools intended to have national impact, their effectiveness depends on their being used across the country in many different settings. NCAE believed that the best way to

ensure that the prevention personnel would understand the brokering role they could play was to bring them together in a national meeting. They could be provided with information about the packages, become familiar with them, and make realistic plans for getting them into the hands of interested community groups. In addition, they could learn from each other, and NCAE could identify the kinds of support they would need in carrying out these activities.

What was achieved at the Workshop was the launching of a national prevention action strategy in which a comprehensive and complete educational tool can be implemented simultaneously among various types of groups throughout the country. Everything needed to conduct the courses is contained in the packages, except for films, and there are explicit directions for ordering them.

The beginning of the Workshop on Sunday evening was marked by a feeling of expectancy among the participants who shared the need for a product that they could use in prevention education. Most of them had been working for more than three years developing their own materials in an effort to get the prevention message across to people in their States. Many of them have responsibility for activities other than prevention, and they share many frustrations about the lack of validated techniques that they can use to be effective prevention activity coordinators.

Thus, they came to the Workshop with the hope that they would receive effective prevention tools. Some of them, familiar with the lack of evidence that prevention education in the health field really works, were dubious; some were downright skeptical. But—they had hopes.

That their hopes were fulfilled was demonstrated in a lottery held at the end of the Workshop. The nine winners of packages reacted as though they had won the Irish Sweepstakes—with dancing, shouting, and other gleeful, emotional displays of feeling. They were the very first people in the nation to have packages to use. All that was missing when the lottery winner's names were announced was the fanfare of trumpets.

SYNTHESIS OF WORKSHOP PROCEEDINGS

Background

The Decisions and Drinking packages are self-contained, free-standing kits of educational programs designed for presentation to adults in a series of eight 1-1/2- to 2-hour sessions. Each kit contains a Facilitator's Handbook, which provides guidelines that enable lay people to prepare to present the course to groups of up to 20 members. The kits also contain master copies for use in preparing Handouts for participants, visuals for projection on an overhead projector, "Take-home" Summaries, and a book of Presentation Outline Cards that the facilitator can use in leading the group from one activity to the next.

One of the foremost purposes of the Workshop was to familiarize State prevention personnel with the course contents, not only by letting them see and use the packages, but also by demonstrating their use and explaining the pedagogical basis for their content.

Another purpose of the Workshop was to familiarize the participants with the "folks-teaching-folks" approach to the use of the packages. Obviously, with limited funds--but high priority--on prevention activities, neither State Governments nor the Federal Government could bear the high cost of hiring (or orienting) health educators to present the courses across the country. Therefore, the courses were designed by NCAE so that they can be presented by ordinary folks--anyone with an interest in alcohol abuse prevention, the willingness to study the course content prior to presentation, and the ability to lead a small group of people.

They can, of course, be used by health educators or other professionals, but they have been designed specifically so that lay facilitators can use them in formal settings such as a community civic center or in an informal setting, such as a group member's home.

In developing the prevention action strategy, NCAE and NIAAA chose the "folks-teaching-folks" approach as a cost-effective and efficient method and one that would make it possible for many groups across the country to present the courses at the same time. The "folks-teaching-folks" approach

has been found to work in other Federal programs, perhaps most notably in VISTA and the Peace Corps, and it has been the bulwark of much community activity. Obviously, not every Sunday School class can be led by a theologian, but people attending the classes learn from their neighbors who, through study of published guidelines and course outlines, have become their teachers.

Another major theme of the Workshop was the development of State Utilization Plans for Decisions and Drinking. Individually, and with assistance from NCAE staff, each of the 44 State and territorial representatives wrote plans for using the D&D materials. These plans included estimates of the number of times each course could be delivered in the State during the year ahead, identification of groups that would present the courses, plans for how the State representatives would elicit interest from various groups, and how they would assist the groups.

Since there is a need to find out how effective the courses are, evaluation designs have been developed by NCAE. Consequently, another focus of the Workshop was to introduce the participants to the NCAE feedback process, which will be used to report on each delivery of a course, and to stimulate participants to identify ways in which they can evaluate the effectiveness of the courses in their States. States have emphasized different aspects of alcohol problems and have set individualized program goals. Therefore, different States may want to evaluate the courses from different points of view. But all their findings will contribute to the overall assessment of the D&D prevention strategy.

D&D Content and Prevention Philosophy

Approximately two thirds of all Americans drink, most without serious problems. But others drink in ways that may lead them, unwittingly, to problems with their health, family and personal relations, and job and financial status. The loss to society of human life and productivity as a result of drinking and alcoholism is a major national problem.

Most people who become problem drinkers, however, never make a conscious choice about whether or how to drink. Drinking patterns are often acquired uncritically from those around us or as a reflexive response to personal problems and pressures. Therefore, the D&D courses have been designed to help people make conscious decisions about drinking. Abstinence is presented

as a possible and responsible choice, but not the only one. The purpose of the courses is to provide people with information that will reduce the incidence of problems that result from misunderstanding, misinformation, and confused and conflicting attitudes about the use of alcohol.

A major question posed in the courses is: "Are my drinking decisions in line with the kind of person I want to be?" The courses are explicitly designed to encourage people to examine their drinking habits.

The D&D courses, which are described in greater detail in the descriptions of the demonstrations of course sessions by NCAE staff, are intended for adults who do not have serious drinking problems and who are capable of making decisions about drinking.

A goal is to help people maintain their ability to freely make drinking decisions. Thus, the courses can be considered as an educational approach to prevention. They help people understand how to maintain the well-being and balance required to avoid problems associated with drinking. They do so by helping people set safe personal drinking standards and by teaching them to detect questionable drinking practices before they become established patterns that lead to drinking problems.

The materials have the overall goals of reducing the incidence of alcohol abuse nationally and, ultimately, changing national norms regarding the use of alcohol by helping people: 1) learn about factors that influence decisions to use or not use alcohol and 2) develop increased self-awareness of their own attitudes and their feelings about alcohol. Thus, in addition to presenting factual information about alcohol and its potential negative effects, the courses can also lead to heightened self-awareness and articulation of goals for healthy living.

Workshop Highlights

The genuine eagerness of participants to begin working with the newly developed materials provided a stimulus to the Workshop proceedings and to the NCAE staff who presented the Workshop. It was exciting to observers to watch the emergence of interaction and the establishment of kindred ties among the

participants who wanted to learn as much as possible about the courses in the 5 days they spent in San Antonio. Participants accepted the brokering role they could play, and they accepted it with seriousness, commitment, and optimism. They were also eager to learn about the Federal prevention strategies that were described by Lois G. Whitley, NIAAA's Acting Director of Prevention. Another outstanding highlight of the week's deliberation was the development of individual State plans for promoting, disseminating, and presenting courses across the country. These plans were the first concrete step in the presentation of the packages to the American public.

Workshop Results

Most of the State plans that were developed will lead to course delivery in the Spring. By the time they came to San Antonio, many of the State representatives had already received requests for the materials from interested groups or had identified groups that were willing to present the courses. In some cases, the State representatives themselves planned to deliver one of the courses or part of a course to show other alcohol program workers how the courses are to be used. Through this process, they would themselves develop an intimate understanding of the courses that would enable them to best prepare others to use them.

In some States, there is already a "waiting list" of groups that want to use the D&D courses, and representatives of these States greeted the availability of the course packages with great relief. For other States, where the alcoholism program network is not as well developed, Workshop participants indicated great interest in seeing that the courses are disseminated and delivered.

The Workshop participants were impressed with the comprehensiveness and utility of the packages. For example, since the packages contain guidelines that each facilitator can use to prepare for course delivery, no one in the State alcoholism network will have to train them for their roles. Since the packages contain overhead transparencies and since films can be kept on file by the State, no one will have to develop audiovisual materials. Even Handout masters are provided, so that the greatest outlay of resources for preparing to deliver the courses may be only the small sum involved in making copies for course participants.

Thus, the Workshop succeeded in transferring a complete prevention and education package to the States that will enable them to begin to meet their mandates to provide prevention programs that will:

- Promote the development of constructive individual and group norms related to the use of alcohol in a community.
- Build community advocacy for improved and expanded alcoholism services (relieving alcoholism program staff of the entire advocacy burden).
- Provide a comprehensive and dynamic learning experience for adult community groups (as opposed to "one-shot" prevention activities such as a speech at a civic club).

The availability of the packages will enhance the efforts already made by State alcoholism prevention personnel. The most important outcome of NCAE's effort and of the Workshop, however, is that three groups of Americans--blacks, women, and parents--and the people with whom course participants come into contact can now benefit from participation in the D&D course. And, since the impact of the courses will be evaluated, NIAAA and NCAE will receive feedback that can have an important impact on determining the route that should be followed in developing and carrying out future prevention strategies.

WORKSHOP PROCEEDINGS

Opening Exercises

Sunday, January 22

The Workshop started on Sunday afternoon. As participants arrived, they were individually interviewed by NCAE staff members to ascertain their State's level of development in prevention, learn about the responsibilities of each person, and gather other information that would be of help to NCAE in presenting the week-long Workshop.

Another purpose of the activities on Sunday was to give people a chance to get acquainted with the others they would be working with all week. NCAE made every effort to bring about interaction among members of the group, because of a belief that interaction could be a stimulus to the production of effective State plans.

During an orientation session on Sunday evening, participants learned how the activities would unfold to achieve each of the Workshop objectives. That evening, Maureen Carroll, Director of NCAE, described the Workshop activities and then related the history and purposes of the D&D series:

INTRODUCTION TO WORKSHOP AND TO THE D&D PACKAGES

It is a privilege and a pleasure to present the three courses in the Decisions and Drinking series. This is a special occasion for NCAE because it marks the availability to the States of a unique product. The occasion is also marked by the joint collaboration of NIAAA, NCAE, the Area Alcohol Education and Training Programs, and the National Clearinghouse for Alcohol Information (NCALI) with the States. The collaboration between the Federal agency and the States is most important because the efforts made at the Federal level to develop an educational and prevention strategy for the States will result in the presentation of courses to NIAAA's ultimate constituency--citizens of the United States.

When NCAE began developing Decisions and Drinking, popularly called "D&D," in 1973, the State Prevention Coordinators' Program had not yet been established. Since its establishment, State Prevention Coordinators and other alcohol program staff have been confronted with the need for educational and prevention materials. NCAE and other groups have developed programs of various sorts that have been successfully used. But they have not had national impact.

Now, we are able to provide State representatives with carefully developed and designed materials that can be used across the nation with three specific target groups--parents of young children, women, and black people. NCAE was formed in 1973 by NIAAA to develop materials for use by the front-line people in the prevention of alcohol abuse. We have developed other products, but we now have available our most comprehensive prevention products, which have been designed, tested, validated, and published for nationwide dissemination.

In effect, NCAE has the product, and the State prevention personnel are the primary network for the presentation of the product to the public. State Prevention Coordinators and other State alcohol program staff members will constitute the "brokerage system" for getting the products into use.

This group has been selected as the primary direct brokers of the system, on the basis of a 1977 survey conducted by NCAE's Field Services Division. State personnel responsible for prevention activities have the most comprehensive community prevention linkages to the field. Thus, D&D can serve as a valuable tool to enhance their efforts, and they can support NCAE as the primary brokers for distribution and use of packages.

Other brokering channels have not been precluded. Diverse groups such as national church organizations and the American Association of University Women have expressed interest in using the materials, and NCAE will be making contacts with selected groups to enable them to use the packages. But we view the State prevention specialists as the primary brokers because of their access to community groups and to prevention educators.

The Workshop is designed to:

1. Provide State program representatives with information and experience that is basic and appropriate to effective use of the D&D packages.

2. Develop State Utilization Plans for D&D as a basis for allocation of the packages to the States.

3. Define the continuing relationship between NCAE and the States with respect to the use of D&D.

In deciding how to develop a continuum of understanding that would extend from NIAAA through NCAE to the State representatives who will broker the use of the packages among community groups, we decided that the most effective means would be to gather together with State representatives at a national workshop and give everyone a chance to learn from us and from interaction with each other. The ideas formulated for use of the packages by the representatives of one State may be of value to representatives from other States. We hope ideas will trigger other ideas, thereby enriching the plans made by every State represented at the Workshop.

Orientation to D&D

The product that we are presenting is a primary prevention/education package for presentation by adult community groups. We developed these packages for presentation in an approach that might be called "folks-teaching-folks." These packages are designed for women, blacks, and parents of young children; all three can be presented by lay people whom we call "facilitators."

Each package consists of eight sessions, and requires a total of 12 to 16 hours for delivery. Six core sessions are common to all three packages, and two separate, target-group courses, specific to the needs of women, parents, or blacks, have also been developed.*

Each package contains:

- A handbook for facilitators to use in preparing to present the courses.

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* The contents of each of the sessions are described in a later section of these Proceedings.

- Facilitator's presentation outline cards for use during each session.
- A set of visuals to be projected on an overhead projector.
- Handout masters, which can be copied for distribution to participants.
- Take-home summaries of each session for each participant.
- Access to three 16mm films, with instructions and scheduling cards for obtaining the films on a free-loan basis.
- Feedback forms to be provided to NCAE following each presentation of the course.

Decisions About Developing the Courses

From its beginning in 1970, NIAAA recognized the need for the development of prevention materials which could serve as a means of reducing the national incidence of alcohol abuse. The Institute has placed emphasis on helping people understand the potential problems that can result from alcohol abuse and the reasons leading to the development of drinking problems. In addition, effort has been devoted to ensuring that the prevention action strategies funded by the Institute would have an effective impact on the public.

The Institute has recognized that many drinking problems are associated with misinformation and with peoples' attitudes about drinking and about themselves. By 1974, in the Second Special Report to Congress on Alcohol and Health, NIAAA (U.S. Department of Health, Education, and Welfare) recommended that "a new national consensus concerning what constitutes responsible use and non-use of alcoholic beverages be formulated and articulated." A supporting statement called attention to the confusion, inconsistency, and, sometimes, the destructiveness, of current concepts and mores related to drinking in the United States. It suggested that knowledge about alcohol use and misuse should be more widely shared so that people may have an opportunity to base their decisions about drinking or not drinking on the best information available.

The theory was that a change in national norms could lead to reduction of the incidence of alcohol-related problems. Even though prevention activities, in general, have not been dramatically or demonstrably effective, NIAAA still wanted to try to find a means of conducting effective prevention activities that would coincide with its other efforts in treatment and research.

NCAE searched for curriculum guidelines or models that could be followed or adapted in developing prevention materials. Most of the curriculums located were for school children; very little material was found that had been prepared specifically for adults. NCAE reasoned that adults had the greatest need for prevention education materials, since the major objective was to effect sound decision-making. Parents could be expected to influence their children, and the impact of materials presented to adults could be measured sooner than the impact of prevention activities carried out with young children. Therefore, NCAE decided to develop materials for adults who would be more likely than young people to immediately make decisions about drinking and about their lives. It was hoped that the D&D series would lead people to healthier living and reduce some of the most negative effects of alcohol abuse.

Rather than trying to develop a single curriculum that could be used with any group of adults, NCAE decided to develop target-group-specific materials, tailored to the needs of particular groups of Americans. NCAE believed that the impact of the materials would be increased if they dealt with the specific issues and problems experienced by group members.

Since the women's movement was then gaining full momentum and since it was recognized that drinking was not just a man's problem, we decided that one of the target groups should be women.

Similarly, parents across the country were beginning to get together in groups to discuss problems of parenting. Research indicated that the greatest influence on children's decisions that might lead them to become problem drinkers was what they learned at home and what happened to them at home. If parents could be helped to raise children in such a way that they would be unlikely to become problem drinkers, this would be a big step forward. Since consideration of values and information about drinking could also influence parents' own decisions about themselves and about drinking, a package for parents was planned.

From the beginning, we wanted to develop a package for at least one minority group. Consequently, black Americans, who constitute the nation's largest minority, were selected as our third target audience.

Another key issue that we considered was how to reach the greatest number of people. Since Americans are a nation of "joiners," we decided that the way to reach the greatest number of people would be through the community organizations--civic, business, political, church-related, and others--that they are members of. This led us to target the development of materials toward a format that would be usable by local groups, in their own environments.

One decision leads to another. Therefore, we decided that if the materials were to be usable by community groups, they would have to be free-standing and presented in such a way that lay people could study them and present them to their peers. Obviously, NIAAA and the States could not support a process in which trainers or health educators were made available to conduct training sessions to community groups across the nation. This decision, of course, was what led us to identify the lay facilitators--people with the interest and willingness to present a series of small discussion groups to people in their community groups.

We also decided that the courses should not be about alcoholism, although discussion of clearly dangerous drinking patterns and their consequences and many reasons for drinking or not drinking would certainly constitute portions of the training content. Instead, the courses would be about drinking. Two-thirds of Americans drink, and we reasoned that it would be easier to attract community groups to study and consider issues related to drinking than it would be to capture their attention for courses on alcoholism per se. The courses' emphasis on improving one's self-image as a route to decision-making could also add another dimension of value to the series.

Consequently, the D&D courses are not for problem drinkers or for people with alcoholism, who can be best helped by treatment programs. Instead, we decided, the courses would be for people without discernible drinking problems, even though they might be "at-risk" candidates for the development of alcohol problems. This is the group among which prevention activities were most needed and could be most effective. In determining how to develop courses for nonproblem drinkers, we chose to include information that would keep them from becoming problem drinkers and that would increase their understanding of the nature of drinking problems and the relationship of these problems to one's self-awareness and satisfaction with life.

Therefore, we chose to emphasize the positive aspects of decision-making with respect to drinking.

We chose to educate, not to scare.

We chose not to intimidate, but to motivate people to make sound decisions.

We chose to encourage people to make educated decisions, on the assumption that reflective, educated people would be more likely than others to make wise decisions.

The materials that constitute D&D packages for women, black people, and parents of young children, therefore, deal with responsible decision making and personal growth.

The D&D Development Process

NCAE went through an extensive developmental process to create the three packages. We began with literature searches and with discussions in which experts and advisory panels representing the many approaches to prevention and treatment of alcoholism gave us guidance. We commissioned the writing of papers to determine what the course content should be and what issues to deal with. The authors provided us with information to be included; they also suggested potential target audiences.

Finally, we had gathered enough information to begin to specify the content of the training courses, and we began writing course sessions. In the beginning, there were 16 sessions; this number has now been reduced to eight. It was reduced to eight on the basis of testing and validating the courses with representative community groups in the Washington-Baltimore area.

In all phases of the development process, we targeted our efforts at adherence to the principles of education that have worked best with adults. One of the basic principles underlying all the packages is that people learn well when they are given an opportunity to share experiences and to get into interaction and discussion on particular points in the training content. Therefore, we developed group exercises. By involving people in the learning process, we felt we would improve the chances that cognitive growth and behavior change would occur.

Favorable reactions from participants from the facilitators who participated in field tests of the packages were encouraging. We were even more encouraged when we did some follow-up surveying and found that participants felt that the courses had provided them with new knowledge and led them to behavior change. For example, some participants in the field tests reported that their behavior with respect to drinking at holiday time had changed as a result of taking the course. Others reported increased interest in and awareness of alcohol problems and alcoholism.

Following the field tests, we moved into revision based on field findings, and then put the three D&D packages into production. Now they are ready to use. We have designed processes for obtaining feedback information on the effectiveness of the materials, and we are prepared to assist the brokers of the materials in conducting their own evaluations. In fact, we are prepared to assist in any way that we can--to the extent that our resources enable us to--as States and other organizations begin to use the products we have developed.

We are anxious to hear about results as the materials are used throughout the country. Evidence indicates that they are effective when presented by lay facilitators to community groups. To bring about effective utilization, this Workshop has been designed to familiarize State brokers with the materials, to define the steps in using them, and to help in the development of State Utilization Plans.

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At the conclusion of her remarks, Maureen introduced a representative of NIAAA who described current Federal efforts related to the prevention of alcohol abuse. Lois G. Whitley, Acting Director of Prevention, NIAAA, began her presentation by noting the new Federal interest in many kinds of prevention.

PREVENTION INFORMATION FROM NIAAA AND THE CURRENT FEDERAL EMPHASIS ON PREVENTION

In the Federal Government today, there is a new emphasis on prevention. Everyone, including the Office of the Secretary, HEW; the Office of the Assistant Secretary of Health; and ADAMHA officials are all focusing attention on prevention.

Dr. Gerald Klerman, Administrator of the new Alcohol, Drug Abuse, and Mental Health Administration, and HEW Secretary Califano have called attention to the nation's alcohol problem and the absolute necessity to move aggressively in prevention.

Still, those of us in the prevention field need a little encouragement. With the growing interest in prevention among national leaders, perhaps there will be a brighter future for funding alcohol prevention activities. The funding total can go up. In Fiscal Year 1976, 76 percent of all federal alcohol funding was for treatment and rehabilitation; only 6 percent was earmarked for prevention.

For NIAAA, in Fiscal Year 1976, about 60 percent of Formula Grant funds and 53 percent of NIAAA Demonstration Grant funds were used for treatment. Prevention activities accounted for only 8.9 percent of the Formula Grant funds and 4.8 percent of other NIAAA funds. In 1977, the NIAAA Demonstration Grant funds for prevention dropped to 3 percent!

There are a number of reasons for this disparity in funding. One is that it is difficult to make prevention meaningful to our Congress and to our State legislators—meaningful enough that the needed resources are made available to us. Another is the large number of visible people who are in need of rehabilitative care; because they are visible, the largest share of funding goes into programming to assist them. Finally, legislators and program administrators demand program accountability. They want to know what kind of impact our prevention activities are having. How has alcohol information and education changed the behavior of our young people with respect to alcohol use or misuse? What does prevention mean, anyway? Is it cost effective? Do prevention programs really work?

Activities of NIAAA Prevention Division

The Institute, particularly the Division of Prevention, has been trying to find some of the answers to these questions in the last 18 months. With the help of a number of experts and through a contract for the evaluation of prevention activities, we have taken a look at grant programs to determine the effectiveness of prevention programs and to provide directions for future funding.

We have tried to develop a framework within which we can discuss prevention needs and some of our priorities. Here are some of our conclusions:

- Prevention programs, whether they are national, State, or local, need to begin defining the alcohol problems they seek to prevent. Such programs do not have to include prevention as a goal (nor neo-prohibition, for that matter). Our goal has always been to minimize alcohol problems and reduce the negative consequences of drinking.

- National alcohol problems fall within the general areas of:

  1. Chronic illness and acute health problems resulting from excessive drinking.

  2. Injuries and death caused by casualties, such as traffic accidents, drownings, suicide, etc.

  3. Problems within the family setting and within the workplace.

  4. Crime-related problems.

  5. Problems related to drunkenness and the public inebriate.

Once alcohol problems are broken down into distinct alcohol-related behavior which requires modification, then, the approach to preventing these problems must be dealt with.

Recently, the Prevention Division has been emphasizing the traditional public health approach in planning prevention activities. Emphasis is on the host, the agent, and the environment.

The host is the individual and his or her knowledge about alcohol, the attitudes that influence drinking patterns, and drinking behavior itself.

The agent, alcohol, has come in for closer scrutiny with respect to its content, distribution, and availability.

Increased consideration has been given to the environment--the setting or context in which drinking occurs and the community mores which influence the drinker.

Most of the Division of Prevention funding has gone into prevention programs focusing upon the individual, primarily youth. We have evaluated our youth programs carefully and now have three that are promising enough to be tested further in different settings; we expect to fund projects through the State Alcoholism Authorities in six to eight States.

When Dr. Noble, Director of NIAAA, presented our National Plan last June, he expressed the interest of the Institute in prevention programming centering on the agent, alcohol. Control of beverage alcohol is controversial, to say the least. We are still at the research and study stage. But interests exists in testing control measures such as enforcement of stricter pricing of alcoholic beverages, increasing the tax on alcohol to see if this leads to decreased consumption, and limiting the number of drinking establishments. The Bureau of Alcohol, Tobacco, and Firearms has published, in the Federal Register, its intent to place a warning label on bottles as a result of the published report on the Fetal Alcohol Syndrome (FAS).

The environmental approaches to prevention focus on the setting in which drinking occurs. Many people believe drunkenness or excessive drinking occur primarily when alcohol is served without food or in the absence of nonalcoholic drinks. Having food as a necessary item when serving liquor, promoting nonalcoholic beverages in advertisements by picturing a pitcher of cola along with a pitcher of beer and a friendly, bright atmosphere rather than a noisy, dark setting--all these might contribute to the control of excessive use of alcohol. Environmental approaches are particularly useful on college campuses or with young adults in other settings. One of the three youth projects we are currently funding uses environmental approaches in combination with strategies aimed to impact on the individuals' use of alcohol.

The Division's Priorities

The priorities of the Prevention Division are:

- Women, youth, and minorities as target populations.

- Replication projects for youth. The Division has targeted youth as a special emphasis ever since it was created. Including women as a special initiative has developed only during this last year. Replication projects for youth will be funded before the end of this fiscal year.

- The Decisions and Drinking packages. We are, of course, impressed with these packages, and look forward to seeing how they will be used in local community programs. How will the D&D packages influence drinking patterns or alcohol abuse? Getting the D&D packages evaluated is of intense interest to our staff.

Both women and youth initiatives are receiving special attention from ADAMHA and the Office of the Secretary. A number of optional programs are being proposed, and we are seeking Secretary Califano's support for them.

Even if additional funding is not made available beyond the Fiscal Year 1978 budget appropriations, our Division is still proceeding with special plans. For instance, we are interested in developing dissemination programs to inform women of the Fetal Alcohol Syndrome. We intend to produce printed materials—brochures, posters, etc.—and to develop public service announcements which will be distributed through regular channels of the National Clearinghouse for Alcohol Information (NCALI) and in outlets such as supermarkets. We are also developing kits to be used in prenatal clinics in OB-GYN settings. We would like to tailor this program to individual State needs. Some States are ahead of us in this effort.

Finally, in the grant programs that we will be funding, priority is on programs which will: 1) increase our base of knowledge and 2) define the alcohol problem to be prevented and the specific prevention strategies to be tested. Prevention programs must not only clearly define what is to be prevented. They must also evaluate the impact of the prevention strategy designed to reduce or prevent the problem. It is not enough to assume that prevention strategies work. There must be baseline data against which to measure impact. Evaluation of the prevention programs is a necessity, so that we will have a strong basis for indicating to our Congress that alcoholism prevention strategies work.

DESCRIPTION OF THE D&D PACKAGES

Monday morning, January 23

The Workshop was designed to spend the first day and a half meeting the first objective: to provide State representatives with information and experience that is basic to appropriate and effective use of the D&D packages. Clarice Leslie, NCAE Manager of Field Materials, who had worked with NCAE from the beginning to manage the development of materials, described the packages in general.

She used wall charts and diagrams to illustrate how the three packages are structured, with six common core sessions and two sessions that are specific to the interests and needs of each of the three target groups. Clarice presented this overview:

The Power of Positive Parenting, a course for parents of young children, is designed to give parents an opportunity to examine the myriad ways in which their behavior influences or provides a model for their children's behavior and beliefs—particularly during the preschool years. Throughout the 8 sessions, parents work to assess what constitutes a responsible model—for individuals and parents—for decisions about drinking.

An Ounce of Prevention helps black Americans define their own identities as black people in the light of their distinctive heritage and cultural roots, and to explore their drinking decisions and actions in light of that self-image. Throughout the eight sessions, which both examine the here-and-now realities and take a clear look at black people's unique past, course participants examine the myths and misinformation which can breed problems associated with drinking. They assess what constitutes a responsible model for decisions about drinking as adults with a distinctive cultural history.

Reflections in a Glass, a course for women, explores the stereotypes, statistics, stigma, and double standards related to women's drinking choices and practices, both historically and in light of the changing realities of women's lives today. Throughout the eight sessions, women have the opportunity to assess what constitutes a responsible model for making decisions about drinking, as an individual and as a woman.

Each of the three courses consists of eight sessions. They share six sessions in common, but the six are presented in different order to best accommodate the learning process of participants and to give cohesiveness to each series. The six core sessions are:

To Your Health: The Effects of Alcohol on Body Functions

Show Them the Way to Go Home: Social Drinking and Antisocial Driving

Who's Sending You Signals: The Influence of Family, Peers, and Background

How You Think is How You Drink: Reasons for Drinking

Double Trouble: Mixing Drinks with Other Drugs

Spirits of America: Influences of American History and Popular Media

The outline on the following page shows how the core sessions are interspersed with target-group-specific sessions in the three courses.

THE POWER OF POSITIVE PARENTING
A Course for Parents of Young Children

1. To Your Health: The Effects of Alcohol on Body Functions
2. I Need to Be Me: The Emergence of Self
3. A Chip Off the Old Block: Parents as Models for Their Children's Behavior
4. Who's Sending You Signals: The Influence of Family, Peers, and Background
5. Show Them the Way to Go Home: Social Drinking and Antisocial Driving
6. Spirits of America: Influences of American History and Popular Media
7. Double Trouble: Mixing Drinks with Other Drugs
8. How You Think is How You Drink: Reasons for Drinking

AN OUNCE OF PREVENTION
A Course for Blacks

1. On Being Myself: Myths and Realities
2. Spirits of America: Influences of American History and Popular Media
3. How You Think is How You Drink: Reasons for Drinking
4. To Your Health: The Effects of Alcohol on Body Functions
5. Double Trouble: Mixing Drinks with Other Drugs
6. Show Them the Way to Go Home: Social Drinking and Antisocial Driving
7. Who's Sending You Signals: The Influence of Family, Peers, and Background
8. Make It Easy on Yourself: Self-Image Related to Decision-Making

REFLECTIONS IN A GLASS
A Course for Women

1. To Your Health: The Effects of Alcohol on Body Functions
2. Show Them the Way to Go Home: Social Drinking and Antisocial Driving
3. Who's Sending You Signals: The Influence of Family, Peers, and Background
4. How You Think is How You Drink: Reasons for Drinking
5. Double Trouble: Mixing Drinks with Other Drugs
6. Spirits of America: Influences of American History and Popular Media
7. We've Come a Long Way, Carry: American History, Women, and Alcohol
8. It's Your Life: Personal Standards for Drinking

DEMONSTRATIONS OF CORE SESSIONS

Following Clarice's presentation, other NCAE staff members began alternating between two roles. One role was to explain the content of the six core sessions. The other was to play the role of community lay facilitators, presenting portions of the sessions to Workshop participants, who then found themselves in the role of members of a community group at sessions on D&D.

To Your Health: The Effect of Alcohol on Body Functions

This session pertains to the fundamental physiological and psychological effects of alcohol on the human body. A television quiz-show format is employed to transmit alcohol facts to the participants.

This core session was described by Forrest Adams, NCAE Field Services Representative. Forrest also role-played the part of facilitator, and the group became actively involved, role-playing the part of community citizens. He began by describing the kinds of circumstances facilitators might find themselves in at a core session:

Imagine that you and the group you are responsible for leading are assembled in a church basement. To get things off to a rousing start, you got moved to a smaller room than was promised to you. It has no windows; the fan doesn't work. To add to the confusion, the choir is practicing upstairs.

Try to relax and set an informal mood with your group. But, don't come on like a carnival pitch-man with a "handy-dandy" pile of plastic blades that don't cut anything. Don't be timid, either. Just concentrate on delivering the messages you have studied and on making sure that group members participate in the activities.

A party mood is suggested for the opening session. In advance, you will have prepared two bowls of punch. One, you have marked, "spiked;" the other, "unspiked." There is no alcohol in either bowl, but don't tell anyone. A not-too-sweet

punch is suggested for the "spiked" bowl, because participants will find it difficult to believe there is any alcohol in a very sweet fruit drink. You will also have placed a partly empty liquor bottle unobtrusively in the room. This will add to the believability that one of the punch bowls is spiked. (The Presentation Cards provide a recipe for punch that you can use if you want to.) Serving a few snacks will add to the party atmosphere.

To successfully bring off this session and explain the reason for having a party to start a course on alcohol education, you will have to play a convincing role as host or hostess. Assure people that they can feel free to take a drink from either bowl and that the food and drinks are provided to help them relax informally and get to know each other. Give people a chance to introduce themselves to each other while they are drinking and eating; this activity should take about 20 minutes.

At the end of the 20 minutes, ask the people to find seats, telling them they are free to help themselves to more punch during the session. Once they have seated themselves, provide an overview of the course. Distribute Handout #1, which gives some of the philosophical background of the course and list the eight session topics.

> *At this time, Forrest prepared the group to play the Alcohol Game, which tests acquired knowledge. He divided the group into three teams and appointed a scorekeeper and a timekeeper. He pointed out that the teams should be limited to five members, and that other people could serve as cheerleaders.*

As the facilitator, you are the master of ceremonies. You will ask questions provided in the Presentation Cards, one at a time, each of which is worth a certain number of points. Instruct the players to confer with the team captain about the correct answer; the race will be to see which team gets the correct answer first. Noisemakers are used by team leaders to indicate that their team has an answer. Any question not answered correctly will be offered to the next team. The scorekeeper will note the scores on a blackboard or large sheet of paper. The spirit of competition adds life to this game, but players should be directed to the factual information contained in the questions.

Forrest then asked the questions of the three teams and the San Antonio Workshop participants got into the mood of a party. More important, a competitive spirit developed--with everyone wanting to give the right answers. Some of the lessons learned in the simulation of the "Alcohol Game" were that people aren't aware of their lack of knowledge, and that they have been misinformed about drinking. Some of questions that Forrest read from the Presentation Cards included:

Q. What is the chemical substance that makes all alcoholic beverages intoxicating? (5 points)

A. Ethanol, ethyl alcohol. Distilled spirits, wine, beer--all alcoholic beverages--contain ethanol. The concentration of the ethanol is the primary intoxicant variable in alcoholic beverages.

Q. Ethanol and ether have similar effects. Are they classified as depressants or stimulants? (5 points)

A. Depressants (anesthetics/hypnotic-sedatives)
Even though a little alcohol can release inhibitions and make a person forget his or her fatigue, alcohol is <u>not</u> a stimulant. Progressive amounts progressively deaden the central nervous system.

Q. About how much ethanol does a 1-ounce shot of distilled spirits contain? (5 points)

A. One-half ounce
Remember that distilled spirits and alcohol aren't the same. The amount or percentage of ethanol is equal to half the proof indicated on the bottle.

Q. An average serving of most alcoholic beverages contains about the same amount of ethanol. About how much ethanol is contained in a 4-ounce glass of table wine? (5 points)

A. One-half ounce
Wine may be a connoisseur's drink, but it packs more of a wallop than a lot of people think. Wine punch can be particularly deceiving if you drink enough of it.

Q. About 20 percent of the alcohol you consume is absorbed through your stomach. From where is the other 80 percent absorbed? (10 points)

A. From the small intestine
Alcohol is absorbed faster from the small intestine than from the stomach.

Q. Name one way to measure the amount of ethanol in a person's body. (10 points)

A. Blood, urine, and breath samples can reveal the concentration of ethanol in a person's system. Each of these procedures, particularly blood sampling, is quite accurate. Police usually use a breath-testing device on suspected intoxicated drivers because of the test's convenience.

Q. Which of the following are impaired by intoxication: judgment, memory, coordination, auditory and visual perception?

A. Any of them
Different skills and behaviors are affected as intoxication anesthetizes different parts of the brain. Most people show visible signs of intoxication at 0.10 percent to 0.15 percent blood alcohol concentration. Most people's judgment and coordination, however, are impaired to some degree before they drink four or five drinks.

Thirty-five questions are provided—enough to be easily handled, along with the punch-bowl warm-up period, in a typical session. The facilitator's reading of the answer to each question provides instructional reinforcement of the accurate information. After all the questions have been asked, take-home copies of the questions and answers are provided to participants for rereading at home and possible sharing with members of their families or with friends. The group leader then indicates that it may help to see some of the answers illustrated visually.

At this point, the facilitator displays the overhead transparencies provided for Session 1. Five visual aids are provided, showing: the human body without the presence of alcohol; the route of absorption from the stomach to the small intestine and

into the bloodstream; the flow of alcohol to all parts of the body, including the brain within 30 seconds after swallowing the alcohol; and oxidation in the liver. Intoxication, the facilitator explains, occurs when a person drinks alcohol faster than his or her body can oxidize it.

The visuals are used to create awareness of the factors that influence absorption and oxidation of alcohol that can aid an individual in controlling intoxication.

Finally, the facilitator gives a special Handout to participants who drank from the spiked bowl at the beginning of the session. They are asked to answer questions on the Handout about the effect of the spiked punch on them. After they have completed the Handout, break the news to them: neither bowl contained any alcohol. Explain that this experiment demonstrates the major point that the effect an alcoholic beverage has on a person is related in part to the effect one expects it to have.

The facilitator then summarizes the first session, distributing a take-home Glossary of Terms to be used throughout the course, and making plans for the next meeting. The main point of the closing summary is that in order to make responsible decisions concerning drinking, it is necessary to know the facts about alcohol and its effects.

Forrest's leadership of this session resulted in the desired effects--even among the group of alcohol prevention experts. People gave affective responses, concerning what they felt about alcohol; they gave cognitive responses, showing what they knew or had learned during the session. Thus, factual information was gained through competition.

Show Them the Way to Go Home: Social Drinking and Antisocial Driving

A lively film, "Eat, Drink, and Be Wary," introduces four real-life settings in which the social climate includes drinking. Factors in responsible entertaining, the issues surrounding driving after drinking, and guidelines for handling an intoxicated guest are discussed.

This session was described and role-played by Clarice Leslie. Like a community facilitator, she opened the session by stating that the need for social time-out is universal, and that drinking is often associated with social activities. Sometimes, she said, the host or hostess in charge of the occasion is the person who can do the most to assure the creation of an atmosphere in which sensible decisions about drinking can be made. On other occasions, no single individual controls the situation enough to provide alternatives for the entire group. Clarice began discussing drinking in relation to social time-out:

The purpose of this session is to get participants to make decisions about whether they need to make any changes in their behavior regarding the use of alcohol responsibly in social time-out or in relation to drinking and driving. One emphasis is to help people develop sound notions about how to handle intoxicated people.

Thus, we want to examine the factors which should be considered on any social occasion when drinking is planned. The film we are going to see, "Eat, Drink, and Be Wary," shows four social occasions in which drinking takes place.

The facilitator gives participants copies of a Handout and suggests that they look for the following things as they view the four situations: 1) the available drinking choices in each of the vignettes; 2) the accessibility, quantity, and substantialness of food; 3) the characteristics of the social episodes (setting and atmosphere); and 4) attitudes displayed by host, hostess, or fellow socializers toward those who choose not to drink or those who drink too much.

The film does not depict shocking abuses of alcohol—rather, it deals with ordinary, everyday situations. Watching for the situations described is the most important viewing activity.

The film was then shown by Clarice, who pointed out that facilitators could stop the film after each vignette for purposes of discussion. After showing the film, Clarice engaged the audience, which was still simulating a community group in a discussion, starting with these remarks:

At any social event where drinking takes place, the following factors influence decisions about drinking:

- Kinds of drinks served;
- Kind and amount of food served;
- Setting and atmosphere; and
- Attitude toward someone who does not wish to drink or toward someone who has drunk too much.

Let's consider some of these questions: Which story depicted the least availability of alternatives to "another drink?" What could the members of the group have done about this? What were some of the atmosphere and setting factors which could have helped people make responsible or irresponsible choices about drinking? What do you think of the host or hostess who--wanting to be generous and hospitable--keeps offering another drink, and mixes "good stiff ones?"

After participants engaged in a simulated discussion of these questions, and of their own questions, Clarice began to show visuals which had to do with drinking and driving. The visuals, which provided information about blood alcohol concentration, oxidation processes, and awareness of the ability to drive, were related to events in the film. One sequence of the film was used to explain Blood Alcohol Concentration (BAC); participants were able to figure out the BAC of one person in the film. Clarice then summarized:

The major points to remember from this session include the fact that the ability to drive safely may be impaired long before a person is legally considered intoxicated and that an important responsibility is knowing what to do if someone becomes intoxicated. There are some guidelines which are helpful to keep in mind when dealing with an intoxicated person, but there are no hard-and-fast rules.

She then described another Handout, which would give participants a chance to answer questions about how they would respond to certain drinking situations, and drew the session to a close.

Who's Sending You Signals? The Influence of Peers and Background

The important influences of family, peers, and heritage on one's decisions about drinking are examined. Participants stage a debate over which is the greater influence—one's family or one's peers.

The leader of this session was Forrest Adams, who began by describing the basic notions underlying development of content about the role that parents and others play in influencing one's drinking attitudes:

This course is based on the idea that parents, peers, and others play a major role in influencing one's attitudes and practices about drinking. The session begins with the facilitator dividing participants into three groups and staging a debate on the question: "Which is the more important influence—one's family or one's peers?" In this role play, debate arguments are given to each side with a list of suggested rules and with the advice to argue points as persuasively as possible. The third group of participants acts as the judges. In most cases where this debate has been tested, the participants became intensely involved in arguing back and forth about which group has the greater influence. The major point that the facilitator makes at the end of the discussion is that the family has a greater influence than is generally recognized.

Visual aids are next used to demonstrate that peer groups can also be important and that the attitudes of peers can have both positive and negative influences on one's drinking decisions. The next point that is made is that people's beliefs and attitudes about alcohol and drinking are closely related to their general values and ethical views. Just as there are differences in the values and ethics of various groups, there are differences in the way different groups regard drinking, which are influenced by customs, songs, stories, politics, and leisure-time activities. Finally, the facilitator suggests that a role play, "The Wedding Reception" will be used to demonstrate major sets of attitudes or standards about drinking.

At this point, Forrest selected role players--best man, mother of the groom, mother of the bride, minister, father of the bride, and father of the groom. In the role play, the group planned the activities for a wedding reception for Charlie and Tillie, deciding on the types of food and drink to be served.

The San Antonio role players really got into their roles, with one parent arguing that drinks should not be served at all, another that having drinks--and plenty of them--available would be the only way to warm things up. The minister surprised everyone by being permissive in his statements of attitude. No attempt was made to have the group reach consensus. But the desired effect of this role play was achieved--three basic standards regarding drinking became clear: permissive, moderate, and abstinent. Forrest then continued:

The purpose of this role play is to underscore that we've been sent a lot of signals from our families, peers, social groups, and the like, and that all of these constantly interact. This role play generally facilitates a great deal of discussion. Keeping the bride and groom out of the role play emphasizes the important influence of the family and illustrates the clash of values that the young couple is likely to experience.

One issue which may arise in the presentation of this role play is the use of the term, abstinence, to characterize the standards of those who "condemn" drinking. The public has a historical view of abstinence, which is no longer upheld by the field of alcohol abuse and alcoholism treatment and prevention. Abstinence used to mean "to condemn drinking." Now it refers more to what some people (alcoholics) must be and what many choose to be. The major point is that there is a lot of sensitivity to the issue of abstinence, which no longer means condemnation but, rather, a wise choice, given certain information and conditions.

The facilitator closes the session by saying that one's background must be considered in relation to many factors and influences in a person's life. Each individual's total unique experience determines his or her drinking decisions and behavior. However, an awareness of these factors may contribute to a more meaningful appraisal of one's drinking practices.

How You Think is How You Drink: Reasons for Drinking

The hierarchy of human needs, developed by Abraham Maslow, is used as a framework for exploring reasons for drinking and reasons for not drinking.

By this time, the State alcohol prevention representatives at the San Antonio Workshop were beginning to understand the main thrust of the training prevention education program and to see how it dealt not with issues such as responsible or irresponsible drinking but, rather, with responsible decision making. Responsible decision making was beginning to be viewed as a positive force for the prevention of or increased understanding of alcohol abuse. Elliott Wolf, Manager of NCAE's Field Service Division, described the session, in which people are given the opportunity to analyze their reasons for drinking or not drinking and to discuss related issues.

This session is based on helping participants develop an understanding of the hierarchy of human needs, as defined by psychologist Abraham Maslow. As Maslow sees it, human needs range from the most basic needs for food and shelter through a series of interim levels of need to the top level, which he calls the need for self-actualization or the need to be one's best self.

People in this session are asked to identify needs, which are then catalogued by the facilitator in line with Maslow's hierarchy. Then the facilitator helps people understand the characteristic ways in which people meet their needs.

The first point made by the facilitator, using overhead transparencies during this discussion, is that people share basic human needs. Secondly, the frustration of fundamental human need can lead to conflict, stress, and anxiety. The third point is that there are many different ways of dealing with stress: some are ineffective and counterproductive; others are useful. When confronted with a problem, for example, the "ostrich" pretends there is no problem. The "chicken" runs away from the problem. The "bulldog" blames everyone else for his or her problems. The "ant," in contrast, solves problems, one step at a time. One counterproductive way of dealing with stress is to continually turn to alcoholic beverages as a substitute for any unmet human needs; this can result in serious problems.

However, the facilitator points out, there are many other reasons for drinking, such as quenching thirst, enjoying the taste, celebrating an occasion, unwinding after a day's work, enhancing a meal, participating in a religious event, or stimulating one's appetite. But when conflict or stress make one want to hide from a problem (ostrich), run away from a problem (chicken), or become aggressive about a problem (bulldog), drinking may become a problem. Continued recourse to alcohol to escape anxiety can lead to a high risk of developing problems related to drinking.

Research shows that even though we commonly think there are only two kinds of drinkers: normal drinkers and problem drinkers, there is also another kind of drinker. One expert estimates that 20 to 30 percent of the adult drinking population fits into this category--the category of drinkers who drink heavily enough to be at risk of developing a problem.

The facilitator can point out that there are three "at-risk" drinking patterns that are downright dangerous:

1. Drinking enough to be moderately high several times a week;

2. Drinking enough to get really drunk once a week; and

3. Drinking to oblivion once a month.

Many people who drink in these ways, the facilitator suggests, experience problems in three categories: interpersonal problems (with spouse, family, relatives, and neighbors); social problems (with employers and co-workers, creditors, police, etc.), and personal problems (the inability to function properly, the inability to stop drinking once a person starts to drink, poor health, and the like).

The way that the facilitator handles the content for this session varies among the three target groups. For example, in the parents' group, the first activity is to have people list the human need on which they place the greatest value. The facilitator then says, "Imagine you are walking down a hallway. You begin to see a familiar person in the distance. Suddenly, you recognize that this is the person with whom you are most in conflict since this person is the one who is keeping you from achieving the goal you value most. As he or she approaches, a number of alternatives flash through your mind... Decide right now what you will do about this person, and then imagine what will happen." The participants' responses to this activity are used to identify the ostrich, the ant, etc. Group discussions are also held about whether participants think it is OK to drink to get away from things. In the course for black Americans, the emphasis in discussing stresses and anxieties includes considerations of the particular stresses black people face in a racist society.

At the end of the session, participants are asked to look at their medicine cabinet before the next session and to make a list of its contents.

Double Trouble: Mixing Drinks with Other Drugs

The dangers of mixing prescription and nonprescription drugs with alcohol are examined. A take-home chart showing drug interaction with alcohol is included for future reference.

William Wick, NCAE Field Services Representative, conducted the review of this session, describing the way the facilitator could best carry it out:

The purpose of this session is to raise an awareness of the dangers of simultaneously using alcohol in combination with other drugs. It is important for the facilitator to remember not to take the position of an expert on drugs. If someone asks questions that can't be answered, or if participants disagree with the information provided, the facilitator should suggest that they consult a physician for clarification. The only Handout in this session is a list of reactions that can occur when drugs and alcohol are used simultaneously.

The facilitator opens the session by saying that the group will be dealing with the dangers of using alcohol in combination with other drugs. He or she then asks the participants to define the term, "drug," and writes down definitions on a blackboard or on a clear sheet of acetate on the overhead projector. After all the group's definitions have been considered, the facilitator then reads this description: "A drug is a substance that changes behavior. Alcohol is a drug."

Drugs interact with each other. Because Americans have become so conditioned to taking drugs, it is important to understand drug interactions--how taking one can change the effect of another. We have been conditioned to believe that there is something we can "take" to relieve every ailment or eliminate every problem.

Using overhead transparencies, the facilitator makes the following points: Fortunately, most drugs do not interact with others to a significant degree; on the other hand, there are many known instances in which interactions may range from trivial to disastrous. When drugs are taken in combination, the effects usually fall into one of four categories:

1. They may act wholly independently of each other. For example, aspirin may lower body temperature while an antibiotic is eliminating the organism responsible for the disease and fever.

2. Drugs taken together may have a summative or additive effect. When aspirin and codeine are taken together, for example, the relief from pain is greater than when either is taken alone.

3. Drugs taken together may have a synergistic effect. This means that the effect will be greater than the sum of the effects of the two drugs alone. In synergistic drug reactions, the effect of one drug may be intensified or the duration of its action may be prolonged. For example, when alcohol and an antihistamine are active in the body simultaneously, the drugs interact to produce an exaggerated sedative effect, rather like 2 plus 2 equalling 5 instead of 4, as in a summative interaction.

4. Drugs taken together may have an antagonistic effect. In this case, the sum of the effects of the drugs is less than the sum of the drugs acting separately (2 plus 2 = 3). An antagonistic interaction occurs, for example, when amphetamines are taken with alcohol. In this case, the central nervous system depressant effect of alcohol is less than it would be if alcohol were taken alone. Although amphetamines antagonize or decrease the CNS depressant effects of alcohol, the impairment of motor coordination that results from drinking alcohol is not counteracted by the amphetamines. Therefore, a person feels more alert, but driving skills are impaired, and may lead to traffic or other kinds of accidents.

Dose-time relationships are also important in determining the drug effects and the degree of drug interactions one can expect. It is generally true that the greatest interaction occurs when the drugs are taken simultaneously and that the longer the interval between taking the drugs, the less likely the interaction response will occur.

The facilitator also cites other factors that affect drug interaction and one's response to drugs--body weight and size; age; sex; nutritional state; general state of health; psychological factors; and the individual's tolerance to a particular drug.

Many drug combinations may produce interactions that are toxic and should generally be avoided. These include reactions such as:

- Alcohol and barbiturates, which may cause severe depression of the central nervous system, even to the point of death.

- Alcohol and major tranquilizers in combination, which produce an additive sedative effect, causing impairment of muscle coordination and judgment.

- Alcohol and antihistamines, which produce synergistic CNS depression effects, leading to drowsiness that may endanger an operator of any kind of machinery.

At the conclusion of this session, Bill pointed out, participants are asked to bring advertisements for alcoholic beverages to the next session.

Spirits of America: Influences of American History and Popular Media

A film, "Spirits of America," traces alcohol-related practices and behavior in America from the time of the Pilgrims to the present. Special emphasis is given to how drinking stereotypes, myths, and legends have been kept alive through the popular media of novels, magazines, films, and television programs.

The influences of alcohol on American history and media are considered in this session, which was described for San Antonio Workshop participants by Sharon Appleman, Field Services Representative for NCAE. Sharon began by introducing the film:

By viewing the film, "Spirits of America," participants will become aware that alcohol has been an important factor in American history and in American popular media. An awareness of this legacy and of implied messages brought to us through the media will help us understand the fallacies that have affected our decisions about drinking.

At this point, Sharon showed the animated film, which fully captured the attention of Workshop participants. Done in cartoon fashion, the film reveals some little-known facts about drinking

in America's history. It reveals, for example, that the Pilgrims arrived at Plymouth instead of going further South, as they had originally intended, because their beer supply was running low. They considered alcohol the gift of God; drunkenness, the work of the Devil. The movie goes on to show how colonial taverns became the site of political activity. By the time of Western expansion, alcohol had become the national beverage. The first tax on alcohol led to the Whiskey Rebellion, and moonshining was born.

Immigration in the 1840s and 1950s brought new drinking customs to the nation. Many immigrants who became sweatshop workers, for example, escaped from their misery with liquor. Slaves had no opportunity to make decisions regarding the use of alcohol; their masters dispensed it to them at holidays.

Groups such as the Women's Christian Temperance Union (WCTU) felt blacks should not drink and that women, the moral protectors of society, should make the country free of drinking. However, many women regularly used patent medicines which had a high alcohol content. The temperance movement still colors society: "Nice girls don't drink."

The temperance movement led to prohibition and the Volstead Act, which made prohibition the law. It also made finding ways to make liquor a national pastime, and drinking became more lurid because it was illegal.

The film shows that we are a drinking nation, but a nation without any clear set of drinking standards. Thus, Americans are now at a disadvantage when it comes to making responsible decisions.

As the film showed, any position you choose to take today can be supported--from abstinence to reckless abuse. Whether to drink, where, why, and how is your decision. But it is a decision that must be made wisely because it affects us all. The history of our country shows how we have come to hold the various attitudes we have regarding drinking.

Sharon then led the group in a discussion of the wide range of attitudes and practices regarding drinking. She also asked them to recall "legacies" in their backgrounds which might have precipitated ambivalence about drinking, including the contradiction of prohibition, the idea that nice women don't drink, and that drinking is associated with gambling and illicit sex.

Following that discussion, the participants were divided into three groups and asked to finish the following sentences, developing a storyline for each one:

Group 1: Wyatt Earp rode into town and went directly to . . .

Group 2: It was Saturday night and the U.S.S. Polywog was just into port. The crew piled into shore for . . .

Group 3: Private Detective Dick Sledge pulled the beautiful suspect close and said, "Why don't we discuss this matter over a . . .?

In actual practice, the groups are given 10 minutes to develop their storylines, and these are then discussed with the group, while the facilitator uses overhead transparencies.

The main points to be remembered from this session are: Drinking is basic to the storyline of many American historial legends portrayed in the popular media such as books, movies, and TV programs. In many alcohol advertisements, there is the direct or implied message that drinking increases one's status and enjoyment of life.

In the actual sessions, the facilitator will lead the group in a discussion of the ads they brought to the session, examining how the product is portrayed. As each point is discussed, the facilitator writes it on the overhead transparency or on a blackboard. Sharon concluded:

Many situations depicted in alcohol advertising are likely to be identified by the group, including appeals to success or prosperity, sex, heritage, fun and adventure, or wholesomeness. Groups then move on to discuss the extent to which people are influenced by various messages and signals and the best way to counter the effects of possibly confusing or misleading messages in making responsible decisions about drinking.

DEMONSTRATION OF TARGET-GROUP-SPECIFIC SESSIONS

Monday afternoon, January 23, and Tuesday morning, January 24

Following the presentation and demonstration of the six core courses, the State prevention programmers signed up for target-group-specific sessions. Attending these sessions would give them a chance to see how they were related to the rest of the content and to actively participate as learners. Each session was presented twice, so the participants, in groups of 20, each got to attend two sessions.

The Power of Positive Parenting

In The Power of Positive Parenting, the course for parents of young children, the target-group-specific sessions are presented as Session 2, "I Need to Be Me. . ." and as Session 3, "A Chip off the Old Block. . ."

I Need to Be Me: The Emergence of Self

This session discusses parenting issues related to the prevention of problems associated with drinking. The importance of nurturing a child's positive self-image is examined in the context of Erik Erikson's child development theory.

Clarice Leslie presented the sessions for parents, establishing the tone by describing the setting in which the sessions might be presented:

In this session, we will pretend that the working mother of one of the children is leading a session at lunchtime for parents of young children enrolled in a day care center at the place of the parent's employment. The purpose of the session is to help parents see the importance of fostering a child's self-esteem and to show how positive self-image contributes to the grown child's ability to make responsible decisions about drinking.

The leader of this session, using a Handout provided in the session materials, asks parents to list for themselves the things they like and dislike about themselves. People usually find it much easier to enumerate dislikes than likes even though twice as much time is allowed in the exercise for completing the "likes" side than for the "dislikes" column. The group leader points out that regardless of <u>why</u> this is true, each participant has just cited some of the elements of his or her own self-image.

To demonstrate how a person's self-image comes largely from what a person perceives that another person thinks of him or her, two volunteers from the group carry out a role play between a new parent of a four-month-old baby and an overworked doctor. The baby has been unusually fretful and cranky; even his appetite has been nil.

The doctor's office has been jammed with very sick children all day. This baby is fretful, but the parent did not check his temperature for fever or his gums to see if the irritability might be from cutting new teeth. There is no fever, and in checking the baby's gums, the rough edges of his first tooth are appearing!

The tired doctor is so provoked that he simply gives no reassurance to the parent, and suggests by tone and demeanor that the parent is quite naive and overconcerned.

The volunteer who played the doctor is then given a different "crib" sheet for the role, and the doctor's office scene is replayed. The situation with parent and child is the same as before, but this time the doctor is warm and supportive, showing respect for the parent's concern and giving reassurance that it is certainly better to err on the side of caution than to ignore problems until they reach a crisis stage. The parent's self-image is intact.

Through a discussion between the role players and the group leader, the point is made that one's self-image comes largely from one's perception of how others judge the worth or lack of worth of what one is or does. When positive messages outweigh negative messages, it's easier to maintain a positive self-image. During the important early childhood years, children come to value themselves almost totally on the basis of their parents' and other caretakers' judgment of them. (Course materials acknowledge "significant others" such as older brothers and sisters, babysitters, day care teachers, and grandparents whose interaction with the young child is also very critical.)

Next, the facilitator leads the group in a discussion of the stages of early childhood growth outlined by Erik Erickson:

The first stage of growth is characterized by the resolution of the tension between trust and distrust. Can the infant child feel safe? Can he or she depend on the responsible adult to meet basic needs for food, shelter, and protection?

Stage two, which is usually accomplished during a child's second and third years of growth, Erikson characterizes as the resolution between autonomy vs. shame or doubt. Often, at this stage, parents or other adult caretakers expect children to have self-controls of which they are not yet capable. These overexpectations can place a burden of responsibility and guilt on the child when he or she has accidents. For example, from the child's point of view, problems may be, "Can I feed myself without fear of being shamed for spilling food?" Or, "Can I learn to dress myself without being told I'm a dummy for putting my pants on backwards?"

Erikson's third stage is called initiative vs. guilt. In the fourth and fifth years of life, a child's concern shifts from body control to more creative endeavors. Play is often characterized by pretending, games, and other displays of active imagination. For example, the child may be thinking, "Is it okay to pretend I'm a doctor or will I be told I've got the stethoscope in the wrong place?" Or, "If I show people the pictures I've drawn, will I be laughed at?"

In presenting Erikson's three stages of early childhood growth, the leader displays pictures which encourage parents to share their own day-to-day experiences related to the growth stages and opportunities for and ways to nurture the child's self-esteem which they have found useful during these periods. The course materials acknowledge that the growth stages continue on through adulthood. Thus, parents also have needs which cannot be ignored in an effort to totally devote themselves to the child's development. Maintaining a balance between concern for themselves and for their children is a major challenge faced by parents.

The summary point of the session is that a person who grows to adulthood with a positive self-image is more likely to make choices which reflect self-respect in important decision areas (including drinking) than a person who has not developed a positive self-image.

A Chip Off the Old Block: Parents as Models for Their Children's Behavior

This session explores research in regard to parenting and alcohol education. The emphasis is placed on the importance of responsible parent "models." Guidelines for parents who drink and for parents who do not drink are included.

Clarice also presented this second target-group-specific session for parents, describing its purposes and carrying out some of the activities included in it:

The purpose of this session is to raise parents' awareness of the way they influence their children's attitudes toward drinking and the development, subsequently, of their children's adult drinking practices. Young children imitate the behavior, attitudes, and practices of parents. As models, parents communicate their own values and standards to their children.

Clarice showed overhead transparencies illustrating the ways children imitate their parents. Thus, while distributing two Handouts, she said, "As well as modeling what they believe to be responsible attitudes and practices with regard to drinking, parents can consciously institute family practices which are consistent with the information available."

The first Handout cites family practices related to drinking which seem to be found in families where drinking problems are rare. The Handout also cites practices which researchers have observed in families where problem drinking does occur.

The second Handout, Clarice explained, was designed to give the parents in the group a focus for discussion of how the information from the first Handout might be applied in daily practice. The instructions to the facilitator in the course materials emphasize that there are no reseach findings which give parents the "final word" with regard to positive and negative practices. It is believed, however, that discussion of the consequences of certain practices at home is useful to parents in becoming more aware of unconscious actions related to drinking.

In addition to parent practices which children observe, the atmosphere of the home is a major factor in the child's growth and development and his or her subsequent drinking practices. This theme from the previous session is raised again to reinforce its importance. In a home atmosphere that is loving, a child will be less likely to feel inadequate or lonely or have excess feelings of anger or anxiety. A child can be encouraged to share feelings, ideas, and opinions with a parent so that there can be real discussion without fear or disapproval. In such an atmosphere, children are less likely to develop difficulties later, including problems related to drinking.

An Ounce of Prevention

In the course for black Americans, the two target-group-specific sessions are presented as the first and last sessions. Thus, the series starts and ends with a focus on the particular decisions that have to be made by minorities whose self-image has been shaped to a great degree by life in a racist society. The first session is:

On Being Myself: Myths and Realities

An examination of some myths about black people that have developed in American society. Their origin and implications for the self-concept of black people are explored.

Forrest Adams began this demonstration session by describing the environment for the community meeting and the purpose of the session:

Let's assume that we are members of a black social group meeting on Tuesday evenings to attend a course on Decisions and Drinking. The first session in the package of materials that will be included in the series is target-group-specific. Its purpose is to demonstrate how myths about black people can affect our self-image as individuals and as a group. Some events from history are explained to aid in distinguishing between myths and factual realities. As black people, we are moving today toward shaping not only what we think of ourselves but also what others think of us. We are beginning to see and handle our own reality.

As far back as historical evidence takes us, white people have practiced racism and discrimination against black people. This was self-serving for white society. For example, the myth that slaves singing at their work reflected happiness and contentment with slavery enabled white people to more easily justify the wrongs they were perpetrating against blacks. As black people today, we must be aware of what is true and false about ourselves. For example, as an extension of the old myth just cited, how many of us really believe that blacks have a natural sense of rhythm and that our music is better than whites'?

Forrest led the group in a discussion of the cultural revolution of the 1960s in black communities across the United States and the effect it had on rest of American society. He pointed out that, historically, the role of black people has been defined by whites and that even today, as black people break from that tradition, they may experience conflict. Notions of white supremacists, he suggested, which still color the thinking of black people, challenge blacks to create a new view of themselves.

Forrest quoted from Lerone Bennett's work, The Challenge of Blackness, pointing out that, "We now see through a glass whitely, and there can be no more desperate and dangerous task than the task which faces us now of trying to see with our own eyes."

In the development and testing of the course for black people, many individuals raised questions about why a special course was being designed for blacks. Some suggested that it was just another case of a government agency accusing black people of being problems rather than dealing with blacks as people:

Here, Forrest handed out a sheet describing the rationale for the course which was designed to overcome resistance to the minority-group approach and explained the need for a special course as a means of achieving relevance to real problems. Then, he led the group in a two-part exercise.

This exercise is designed to facilitate discussion of who we are as individuals and as people. First, write down the one word that describes you better than any other word. Then, ask yourself, "If I take away that one-word answer to the question of who I am, then--who I am really?" Consider that we most often react to life on the basis of how we see ourselves; in other words, we act according to our images of who we are and what we think we are. Consequently, many of our beliefs about ourselves are based on things that are not necessarily true about us. If our beliefs are false, it is quite possible that our actions will perpetuate the myths about us. Therefore, the definition of who we are must be made by ourselves--not by outsiders.

Next, Forrest asked the group members to write down still another word describing who they really are. He asked people to go deeper into their thoughts, into their innermost selves. Then, he asked them to write down the word that best described who "we are as a people." Then, he told everybody to put the lists away—in their pockets or purses. The intent of this exercise was to engage people in introspection, not solely to have them share their feelings about themselves with the group. This strategy usually enables participants to deal more realistically with the definitions of self on a personal basis.

Forrest used visuals to depict myths about black people, some that dated back more than 300 years. These stimulated group discussion, as people listed myths they had encountered in their daily lives. He then asked the group to read handouts describing myths and realities such as the myth that, "There was no noticeable family unit in African society."

In this group discussion, we were able to make some distinctions between myths and realities. I hope we can continue to make these distinctions as we make individual and group decisions about our lives on a day-to-day basis. As black people, we must be aware of what is true and what is false about ourselves. Those false things that do not reflect our cultural heritage and historical origin must be considered as myths; we must consider those things that reflect our culture and historical origin as realities.

Make It Easy on Yourself: Self-Images Related to Decision-Making

The sources of self-image in individuals and in groups are explored. The impact of self-image on decision-making is dealt with, particularly in relation to decisions about drinking.

Forrest pointed out that this session is designed to deal with the relationship between our actions and our self-image and the relationship between decisions about drinking and other important decisions in life.

In a group discussion, Forrest asked, "How does feeling great affect your day?" "How does the way your day goes affect you at night?" He used these questions as a lead-in to discussing self-image as the net result of everything we feel about ourselves. If we feel good, he said, we normally can make good decisions; but we can get up feeling bad and still be able to make good decisions if we feel good about ourselves in general.

He discussed several major decisions--suggested by the group--that people have to make, such as decisions to return to school, to move to a new home, to make a career change, or to get married or divorced.

The results of our decision-making depends on what we have set as outcomes, and on the fact that throughout our lives, we may have based our decisions on misinformation. As a result of misinformation, our self-image may be inaccurate.

The group was then divided into four-member groups to discuss important life decisions, recording the various ways peoples' self-images could be affected by having to make these decisions. Then, the groups reconvened to discuss the effects of one's self-image on decision making.

Finally, Forrest used another Handout, on which several myths and realities about black people were listed. "Your answers to whether these are myths or realities," he said, "will have an impact on how you make decisions."

He got the group to focus on several conflicting images--including the fact that alcohol can fill a pragmatic purpose by easing peoples' feelings of discomfort or depression; people wouldn't buy it and drink it if it didn't fill a need. That need, he concluded, is tied up with one's self-image.

Forrest concluded by reviewing the course--how it started with a discussion of the historical events leading to the developments of myths and led to the final discussion of individual and collective choices made by blacks today. The value of sharing these ideas about influences on decision-making among a group of blacks was obvious to members of the group.

Reflections in a Glass--The Course for Women

In the course for women, the core sessions are presented successively, and the last two sessions deal with women's decision making. The seventh session is:

We've Come a Long Way, Carry: American History, Women, and Alcohol

The film, "The Emerging Woman," sets the stage for this and the concluding session of the course. Women's history as related to alcohol is examined.

Maureen Carroll presented the demonstration sessions of the women's course, beginning with a description of a Handout that would be used for note-taking.

The target-group-specific sessions start with the distribution of a Handout, followed by the showing of a film, "The Emerging Woman," a film about the history of women in the U.S. from the early 1800s to the present. As we watch the film, and after seeing it, let's use the Handout to make notes in two categories--limitations on women's choices and stereotypes about women.

Let's assume we are attending the women's D&D course presented by a community center which helps women with activities such as career planning or returning to work after children are raised. The key of this session is the effect that history has had on women and the relationship of that history to the use of alcohol.

The film showed the role of the woman in the home and the manner in which laws have been made to benefit men, such as the law that stated, "Husband and wife are one." It also illustrated beliefs that still have an effect today such as the notions that women are property and that women's brains are smaller than men's.

The film depicted the role of women in sweatshops and the practice and economic effects of keeping slave women pregnant to produce more slaves. The actions of Sojourner Truth and women's efforts to lobby for civil rights were covered, as well as the nation's response to women's request for civil rights: "This is the Negro's hour; women come next."

Activities of Elizabeth Cady Stanton and Susan B. Anthony were also shown, as the film moved on to the participation of women in strikes for better working conditions and the growth in the suffrage movement (and men's accompanying fear that if women got the vote, they would outlaw child labor as well as the sale of liquor). Thus, the temperance movement and the suffrage movement were tied together historically.

The age of the flapper was depicted as an age in which women briefly demonstrated independence, but then married and returned to the depression and passivity that their mothers had endured. The development of day care centers during World War II, for the benefit of the war industry rather than for the benefit of mother or child, again focused on the relationship between women's status and the national economy.

The film ended by showing how women are overcoming societal images today and devoting efforts to developing new identities and roles.

Then, Maureen asked the group to list limitations on their choices and stereotypes about women, and to discuss their prevalence today. She asked, "How do women cope with these limitations and stereotypes? At one time in history," she reminded the group, "a response was the use of patent medicines with a high alcoholic content--ironically, this overlapped with the temperance movement."

A lively discussion of the issues raised in the film took place, primarily in relation to women and economics, women's lack of choice, women's so-called intellectual inferiority, and women's supposed moral superiority. The group also discussed the extent to which women's self-image has been determined by male-given identities. For example, the male notions that women were inferior and should earn lower salaries than men or that woman's only place is in the home, have been accepted by many women who might be happier people if they worked outside the home and if they earned the same salaries or wages as men for the same work. And those who have careers outside the home still find that limitations are placed on their roles. In the office, for example, they are not expected to be able to do the same kind of work men do.

A major point of this session is that in patriarchal American society, women were not permitted to make their own choices. At the same time, they were supposed to be the uplifters, saviors, and moral guardians of home and society. How free are women today to make choices related to education, their place in society, birth control, voting, property ownership? To what extent are women still considered the moral protectors of society? Are women using new freedoms effectively, or are they still behaving as though no change in laws had occurred?

We might want to consider the way in which women still state stereotypes about themselves and ask, "How easy is it for us to deal with stereotypes?" "How many stereotypes are still prevalent?"

We might also want to consider, here in the community center, how many of our feelings today are generated by male actions.

The group reacted to Maureen's questions by suggesting that things are really not so different today from what they used to be. Women, they agreed, still limit their choices by their perception of themselves.

For 70 years, the suffrage/temperance movement coalition reinforced the popular image that all good women were opposed to alcohol and that the abolition of alcohol would preserve the sanctity of the home and uphold the morals of society. In reality, this politically active period was characterized by women seeking escape in patent medicines and prison officials facing a growing number of women imprisoned for public intoxication. The paradox of women's situation was that stresses led them to drink; consider the use of medicine with a high alcoholic content. And, toward the end of the Victorian era, women were beginning to admit and be aware of the desirability of sexual activity. Some drank to be "sexy." Unfortunately, the historical view of women has persisted.

Here, Maureen projected a visual and pointed out that, in some states today, a wife may be granted a divorce from her husband for one year's duration on the grounds of drunkenness--but only if he has neglected his family obligations. On the other hand, a husband can be granted a divorce on the grounds of the wife's drunkenness alone.

She then led the group in a discussion of husband's typical feelings of guilt if their wives have an alcohol problem and the tendency of families to avoid seeking help for the woman with a drinking problem because of the shame it would bring to the family. She closed the session by noting that the stereotypes that the group had discussed still persist and remarked that many researchers believe that as many women as men have drinking problems, but that statistics do not support this view because many female problem drinkers are never counted.

It's Your Life: Personal Standards for Drinking

The final session in the women's package cites times of women's special vulnerability to the development of problems associated with drinking. The concepts of double and competing standards are explored in the context of developing personal standards which each woman finds appropriate for her own lifestyle and self-concept.

Maureen Carroll began this demonstration session by discussing the importance of women's thinking through their personal standards for drinking:

The purpose of this session is to help women think through personal standards for drinking by raising their awareness of the significant factors which lead women to drink. The facilitator begins by making the major point that studies of women who develop severe drinking problems show that the onset of excessive drinking in women is more likely to be related to psychosocial crises than it is among men.

Maureen and the group discussed the ways in which women began to use alcohol, particularly in times of stress. Using visual aids, the group also discussed the boredom of marriage and the "Super Mom"--the woman who devotes her life to ministering to the needs of her family. Then, the group discussed the problems of single women who have chosen careers rather than marriage but experience loneliness in a couples-oriented society.

Particular times of psychosocial crisis may lead to the onset of a drinking problem--the loss of a mate by death or divorce, menopause, post-partum depression. The vulnerability of women to drinking at these times of crisis and ways of counteracting the vulnerability is worthy of discussion.

The group then used another Handout to indicate whether they agreed or disagreed with statements about the double standards set for women with respect to drinking. A discussion followed, in which Maureen encouraged participants to share their feelings about the double standard with respect to their role in society and with respect to women's drinking.

Women have to sort out what part, if any, of the double standard they accept, but should also be conscious of something we're calling "competing standards." For example, women may have ambitions outside the home; yet the concepts of femininity and motherhood with which they were raised are still alive within them. Consequently, women may say to themselves: "It is unwomanly to be ambitious on the job; after all, I promised to love, honor, and obey my husband. Aren't these children my first responsibility?" The woman's introspection may lead her further to ask, "Am I really copping out because I'm afraid to compete in the business world?" The battle going on within women is similar to the battle between competing standards within the souls of black people, as expressed by W.E.B. DuBois: "Two warring ideals in one dark body." For women, this might be referred to as "Two warring ideals in one female body."

The final point in this session is that: Any step that can help women define and understand themselves and their goals may make them more comfortable in all decisions, including those about drinking.

The final session concluded with a group activity in which people suggested guidelines for their lives and the need for women to be sensitive to issues discussed during the two sessions and the meaning of drinking.

Incidentally, although the women's course, obviously, is designed for women, many of the men attending the San Antonio Workshop chose to take part in the two demonstration sessions. One of the interesting findings was that men expressed the feeling that the course was appropriate for presentation to men as well as women because it raised their sensitivity to

the issues being faced by women today. Some of the women said, however, that they felt constrained by the presence of men in the room and that the mens' presence kept them from participating freely. These expressions by men and women helped substantiate the need for such sensitivity-raising courses.

WORKING WITH D&D PACKAGE COMPONENTS

Tuesday afternoon, January 24

One of NCAE's strategies in planning the Workshop had been to deliberately refrain from giving participants access to the packages until the demonstration sessions were completed. This tactic--designed to enable the participants to become familiar with the prevention education process by experiencing the role of participant--worked in splendid fashion.

By the time the demonstration sessions were concluded, Workshop participants were lusting to get their hands on the packages and to see them, handle them, use them.

The first Workshop objective had been achieved--working in participant fashion with the way the packages are used. Now it was time to move into some "hands-on" experience with the packages and to begin the processes that would lead to achievement of the second goal--developing State Utilization Plans. The sessions that began on Tuesday afternoon were designed to serve as a laboratory experience for participants and to engage them in beginning to brainstorm about target groups and about problems that might arise as they began to broker the packages at home.

Clarice Leslie began this session by describing the package components. The State prevention programmers' eagerness to begin using the materials led to their attentive concentration on her remarks.

The Facilitator's Handbook contains a textbook-like description of the content for each session, a "Glossary of Terms," and a list of resources from which additional materials or information may be obtained. Inserted in each Handbook are forms for scheduling films on a free loan basis.

The Handbook also contains information on the need for the course series and provides a definition of drinking problems. The definition used in the NCAE approach to prevention education is: "A problem that is occasioned by the use of alcoholic beverage that results in harm to self or others." The Handbook

helps the facilitator understand that problems associated with drinking are too diverse to be described by a single word, such as "alcoholism," a term which is never used in any of the course materials.

The Handbook has background notes for the facilitator which include basic assumptions underlying the course, such as:

- Knowing the correct and unbiased facts about drinking and having insight into their own patterns and attitudes can help people make sensible decisions about drinking.

- When enough people learn the facts and how to make drinking-related choices, new standards and norms about drinking have a chance to develop.

Part of the Handbook describes the facilitator's job and helps the facilitator prepare to deal with the attitudes and sensitivities that may be presented by group members. Also described are the methods for presenting course content, ranging from instructions for using the Presentation Outline Cards to handling an overhead projector. Guidelines for leading an adult discussion group are also presented. A "Guideline Review" provides tips for handling situations that might arise, such as a group member's attempting to dominate discussions. Tips are provided for getting ready for each session.

The Presentation Outline Cards for each session are bound with a spiral binder for ease of use in leading sessions. They have been written to serve as notes, taking the facilitator, step-by-step, through each session, with reminders to refer to information contained in the Handbook and instructions for the use of media--handouts, films, overhead transparencies.

The D&D packages also contain a folder of Handout masters to be duplicated and a packet of 20 "take-home" summaries for each session. A plastic-bound set of overhead transparencies, with overlays, bound in the order in which they will be presented in each session, is also provided.

Finally, the moment arrived. Participants broke up into four regional groups and spent the next hour working with the packages. They practiced using the overhead transparencies and got into active discussions about the items included in each package.

As a prelude to the brainstorming sessions that were next in the agenda, in which regional groups would discuss the use of materials, Maureen Carroll described the ways in which the packages were intended to be used.

DEFINING TARGET AUDIENCE CRITERIA

Design Specifications

To effectively conduct a D&D series, it is important to "match materials with users." Doing so requires an understanding of the design specifications that NCAE used in developing the materials.

First, the courses are intended for presentation to people 18 years of age and older; they are not intended for presentation to teenagers. The audience, therefore, should be composed of adults of any age.

The size of the group can range from 12 to 20 people. Having a larger group will decrease the interaction that is needed for the courses to be effective.

The courses are designed for presentation in formal or informal settings to people in existing community groups. This increases the likelihood that a rapport will already exist among group members or can be easily developed. Finally, the participants should not be problem drinkers, since the materials were not prepared for them.

With respect to the qualifications of the facilitator (or, in some cases, co-facilitators), no previous experience in teaching or in alcohol prevention is required. The facilitator should be a high school graduate or the equivalent, and he or she should be a member of the group that is receiving the training. The facilitator, in most cases, will have to be a volunteer, and she or he must be interested in taking on the task of leading the series of sessions. Finally, it is important that the facilitator be recognized as a leader within the community group, so that he or she will be able to command the group's respect. Women should lead the women's course; groups of black people should have black facilitators, and the parents' course should be led by a parent.

Variations

There can be some variation in the design specifications. In exceptional cases, the courses can be adapted for use with teenagers, as in the case of a high school family life course. The courses could be presented to groups of adults formed especially to study the subject. And, the parents' course can be presented to parents of older children although the content—particularly the sections derived from Erik Erikson's theories—is specific to the needs of parents of young children. The courses could be presented at community colleges.

In any of these cases, however, course modification and adaptation will be needed. If the courses are presented to these audiences, it is important that the facilitators have experience as adult educators, trainers, or teachers.

"Red Flags"

In designing the courses, NCAE identified what can be called "red flags"—indicators that a course should not be delivered under particular circumstances. For example, the course should not be delivered to people who are knowledgeable in the subject for the simple reason that the course will be too elementary for them. The presence of a few knowledgeable people among a group may also detract from the ability of others to participate in and benefit from the course. Clients in treatment should not be in the group because the courses do not deal with their level and kinds of problems. Obviously, young children should not be in the group because they will not be able to correctly understand or assimilate the information, which has been designed for adults.

A "red flag" with respect to facilitators is that the courses simply cannot be presented by someone who is opposed to the philosophy and strategy of the courses. Finally, it is probably not wise to have a facilitator who is "too experienced" lead the course. Such a person is likely to adhere to his or her agenda for training, which may not blend with the content provided or add to it cumulatively. Or, such a person may not adhere to the logic used in the design of the courses.

Another "red flag" concerns the sequencing of sessions. They should not be presented in one day or on consecutive days. People need time to digest the content, and the facilitator needs time to prepare for each session.

Next, Maureen described the resources that are needed to present the courses.

Resources Required

To present the course, the facilitator must have:

- Access to a 16mm film projector and an overhead projector
- The capability to reproduce 15-20 single-page handouts
- A place to hold the sessions
- Ability to commit about 20 hours to preparing for delivering the course
- Time to present the course (12-16 hours total)
- Interest in the course

Last, but not least, the participants must be interested in the subject matter and be willing to spend 12-16 hours in attendance.

IDENTIFICATION OF TARGET AUDIENCES

The last half of Tuesday afternoon, participants gathered in regional groups to review the criteria for selection of target groups and to suggest target audiences. (A complete list of all the audiences they suggested appears in the appendix.) The groups had many original ideas about community organizations that could present the course. Ideas ranged from Parents Without Partners to native American tribal associations, although course adaptation would be needed in the latter case. Other suggestions included political groups, teachers' organizations, housing projects, family resource centers, and consciousness-raising groups.

Each of the regional groups also identified some variations--groups that did not fit into the category of community groups but that might be interested in presenting the courses. Suggestions ranged from alcoholism councils to law enforcement and criminal justice agencies.

PROBLEM SOLVING RELATED TO PROMOTION AND UTILIZATION

In the last group activity on Tuesday, each regional group was presented with descriptions of four problems that might arise in promoting the courses and asked to formulate approaches for dealing with the problems. Following the statements of the problems here, some of the proposed solutions are presented.

Problem Statement #1:

A State Prevention Coordinator (SPC) has contacted the Women's League for Better Business in a large metropolitan area. He has spoken with the group's chairperson to promote D&D. She has expressed interest in the program and has "off the record" indicated that alcohol problems are not known among group members. She further indicated, however, that the membership of the organization is limited to busy professional women and that an eight-session course is out of the question. She does extend an invitation for the SPC to address the group at its monthly luncheon, and further suggests that a showing of the film, "The Emerging Woman," would be of great interest to the membership.

Suggested Solutions:

1. Continue to try to convince the chairperson to at least find out if a few people might not be interested in an eight-session course. Accept the request to show the film, and show it in an effort to build up interest in the course, indicating that the course could be offered by any interested group. If the organization's members who see the film do not want to conduct the course, individual members may suggest other groups that would be interested.

2. Ask for permission to conduct the first session and follow this session with a needs assessment to determine whether members want to have someone deliver the rest of the course.

Problem Statement #2:

The State Department of Education is putting a great deal of pressure on school administrators to develop sound prevention programs through the local school systems. A particularly good series has been developed which includes seminars for students and teachers on drug abuse, sex education, smoking, and dental hygiene. The local SPC is contacted by the superintendent of the school district to find out if there are any alcohol prevention materials, programs, or speakers appropriate to a school program.

Suggested Solutions:

1. Meet with the superintendent to see what the schools' prevention philosophies are and see if it might be worthwhile to present the courses to faculty so that they might integrate their learnings into an approach to prevention of alcohol problems developed for teenagers.

2. Describe the manner in which the courses could be adapted for teenagers; point out that a qualified teacher must present the courses to adapt them to youth experience.

Problem Statement #3:

In making a presentation about D&D to a community group, an SPC is challenged by a recovering alcoholic who opposes the philosophy of responsible drinking she hears embodied in the course.

Suggested Solutions:

1. Point out that the course does not recommend responsible drinking--but, rather, responsible decision-making about drinking. In some cases, such as that of the recovering alcoholic, the only responsible decision will be to abstain from drinking.

2. Point out that the course is not designed to be "everything to everybody," and direct the woman to other resources, indicating that the course may still have value to people of other philosophical intent.

Problem Statement #4:

The coordinator of the alcohol treatment program in a community mental health center has received a D&D promotional brochure in the mail. He contacts the SPC for information with regard to the materials. He wants to use them with a group currently in treatment. The group consists of a variety of people ranging in age from 25 to 60 who are black, white, male, female, single, and married. Their only commonality is the abuse of alcohol.

Suggested Solutions:

1. Offer other types of materials, indicating that the courses were not prepared for people with drinking problems.

2. Help him try to find other kinds of materials, such as films, handouts, etc., and put him in contact with treatment personnel in the State alcohol treatment network.

3. Find out if the program has a prevention specialist or outreach director who might be able to use the courses with other kinds of audiences.

INTRODUCTION OF STATE UTILIZATION PLANS

Wednesday morning, January 25

Now it was time to get down to business in developing individual State plans and for NCAE to begin to work with each participant to determine the kinds of assistance he or she would need. The group met together to learn about dissemination plans and about defining the roles each State programmer would play. Elliott Wolf began the morning by telling the participants it was up to them to develop the plans, but that NCAE staff would help them with that process.

We believe at NCAE that we have developed dissemination and utilization procedures that will lead to widespread use of the courses and enable us to effectively track how and where they are being used. The first step in our strategy is to offer the State prevention personnel the role of primary brokers for the packages since they have effective linkages with community groups that can lead to getting the courses used. We have already prepared brochures that will assist State prevention personnel in their promotional tasks, and have developed forms for them to use with requestors of packages.

We will work with individuals and small groups to help produce well developed plans. One of the first tasks of the prevention programmer is to determine what role he or she wants to carry out.

Six different roles that could be carried out by State programmers were then introduced and described by Forrest Adams.

ALTERNATIVE ROLES FOR STATE PROGRAMMERS

Our primary concerns in working with the States are to provide State programmers with the assistance they need and to see that the packages are used as much as possible; multiple use of the packages is important. Our field survey indicated that there is a great variation among States in their readiness to begin planning to use or to actually use the packages. Therefore, we have categorized six "roles"--which are based on the States' readiness to use the packages, needs for assistance, and the variations in State prevention systems. The six "roles" are:

1. Package Awareness

Prevention programmers and other alcohol staff in some States have an awareness of the materials, but are not yet ready to begin actual brokering of them. NCAE will promote the packages directly to organizations and other brokers within a State, and will also make contacts with State offices to help them prepare to play a brokering role.

2. Public Information

These are the States in which the programmers are ready to begin to promote the D&D series in public speaking engagements, contacts with other State agencies, distribution of brochures, and news releases and TV spot announcements. NCAE will provide materials to assist in such campaigns, and keep prevention programmers informed about groups that have obtained the packages directly from NCAE.

3. Strategic Outreach

In States where the prevention programmer is carrying out the outreach role, he or she will be performing the informational activities described in Role 2 and will begin identifying target groups that should receive the D&D packages and planning guide. NCAE will provide these programmers with master copies of the planning guide and will mail the planning guide and application directly to target groups identified by the State brokers.

4. Target Group Advocate

The State programmer who is carrying out this role will perform the activities described in Roles 2 and 3, but will also assist target groups in completing the planning guide and will screen, endorse, and forward completed guides to NCAE in order of priority. NCAE will fill orders and advise the programmer of the orders filled.

5. Package Circulation Coordinator

Programmers carrying out this role will conduct all the activities of Roles 2, 3, and 4 and will develop and implement a State Utilization Plan for a specific number of D&D packages to be maintained and distributed by the State. They will provide packages to requestors and see that consumable materials are replaced as needed.

In addition, they will supply NCAE with evaluative data and tracking information. NCAE will provide the States with the number of packages requested and will maintain contact with the States. Tracking and utilization data will be summarized and reported to the States quarterly to support State prevention planning.

6. Technical Assistance to D&D Users

State prevention programmers who carry out this role will conduct all the activities described in previous roles, but will also provide technical assistance to groups in their States that deliver the D&D packages. NCAE will provide the States with ongoing communication about the use of D&D packages, such as information about new techniques for presenting the materials or technical assistance, adaptations in materials or approaches, promotional ideas, and the like.

There are several implications associated with selection of Role 5 or 6. To carry out either of these roles, prevention programmers must have resources to mail or deliver the packages to users, to check the packages after each use, and, in some cases, to maintain and circulate the two films, "Eat, Drink, and Be Wary," and "Spirits of America."

In planning to carry out promotional activities, it is a good idea to have the films available for showing to potential user groups. The films are very effective marketing tools.

The prevention programmer who is assuming responsibility for circulating the packages must do a good job of scheduling. Remember that the facilitator will need at least a month's time to prepare to deliver the course.

Some prevention programmers have asked whether they can obtain sets of packages for different offices within their States. For example, one State has six offices that conduct prevention activities. Packages can be provided to each State, but requests for use (along with supporting documentation) must come to NCAE from the SPC or the person with State responsibility for prevention programming, who must make sure that people in the various offices understand how the packages are to be used.

NCAE's system for filling orders has been designed as follows. When NCAE receives a request for a package, it will check to see if there is a broker handling packages in the State. If there is, the requestor will be referred to the State prevention programmer for use of a package for assistance from the State office.

In States where a prevention programmer has not chosen Role 5 or 6, NCAE will send an application to the requestor to determine whether a package or packages should be provided. After NCAE analyzes the completed application, it will either have the order filled by the National Clearinghouse for Alcohol Information, or reject the request if it is inappropriate.

Forrest then gave participants copies of State Utilization Planning Guides, which consisted of worksheets to be filled out and directions for recording plans. The first worksheet deals with identifying primary prevention needs, and he asked the regional groups to work on these needs and to discuss preliminary roles they would play.

The worksheets begin by providing space for identification of primary prevention needs with a State, the specification of the three top needs, and proposed roles for the prevention programmer in meeting these needs.

In considering needs, it is important to keep several factors in mind (these were outlined in detail in the reference material accompanying the utilization planning forms):

- Legal mandates which may affect the kinds of activities a State program can undertake.

- State prevention policies which may limit the types of problems that can be dealt with or the way they can be dealt with. Some States, for example, may require some prevention activities to be carried out by the State Education Agency.

- Political considerations—By dealing with the types of problems the State legislature views as most important, prevention activities can be designed to support their efforts. While it is necessary, on the one hand, to avoid developing plans that may be considered an intrusion on another agency's "turf," it may be important, on the other hand, to identify groups with whom constituency building efforts can be conducted. Clarity of roles must be achieved in States where alcohol and drug abuse programs are operated within a single agency.

- Resources such as staff, money, time, and technical capabilities will affect the ability to implement programs. Priorities must be carefully established.

The State programmers then broke up into regional groups to discuss the needs that they hoped their Utilization Plans would enable them to respond to.

Typical Needs

- Getting information about problem drinking to the public.
- Developing a prevention network within the State to share resources.
- Developing a political base for prevention activities.
- Helping State program officials develop a definition of prevention.
- Working with community and voluntary agencies to increase their interest in alcohol problem prevention.
- Working with Regional Alcohol Councils to solidify a network and using D&D as a vehicle for organization of prevention activities.
- Using materials in conjunction with traffic safety programs.
- Providing treatment programs with prevention outreach materials for target-specific-groups.
- Raising the level of awareness regarding prevention among peers in alcohol treatment.

These statements of needs are indicative of the prevention programmers' intentions to get D&D activities integrated with other alcohol-related prevention activities and to increase the status of prevention programming in their States.

The statements also illustrated two important effects of the Workshop on Decisions and Drinking:

- *Prevention programmers saw the D&D packages as a vehicle for strengthening and giving vitality to prevention activities.*

- *They viewed D&D as a means of attracting constituency support or, alternatively, as a means of influencing policymakers regarding the importance of prevention programming in the field of alcohol abuse.*

ELEMENTS OF STATE UTILIZATION PLANS

Wednesday afternoon, January 25

This afternoon session was begun by Forrest Adams, who provided instructions that would help the Workshop participants complete the rest of their State Utilization Plans.

Now it is time to finish making State Utilization Plans on the forms provided by NCAE. Remember that the Utilization Plan is a tool that can be used to set goals, dates, places, etc., and to determine the actual feasibility of having packages delivered by a particular group. The State Utilization Plan contains the following worksheets, or tools, along with guidelines for using them. The worksheets are:

1. Identification of Primary Prevention Needs and Proposed Function of D&D in Helping Meet These Needs (this has already been filled out)

2. Setting Goals for Using D&D to Meet Primary Prevention Needs

3. Setting Program Objectives for D&D (3 forms)

4. Identification and Analysis of Activities, Resources, and Timing

5. Milestone Chart for Meeting Objectives

6. Evaluation Worksheet

7. NCAE Resource Needs

Goals and Objectives:

The Utilization Planning Guides provide space for listing goals in order of priority. Identifying goals enables the State Prevention Coordinator or programmer to determine whether there is a match between the role he or she selected earlier and the achievement of the goals. For example, if a goal is to help improve parents' fostering of self-esteem in chidlren, does this match up with the primary prevention needs identified in the first part of the utilization forms?

The next form provides space for stating the objectives that will be used as a means of achieving goals. The objectives must be stated in terms of what must be done, be quantifiable, and indicate a minimum level of achievement. Most important, they must be attainable.

Worksheets are provided in the utilization forms to identify all the results that would have to be obtained to achieve stated goals. Estimates of the time by which they can be achieved should also be indicated. Each of the results identified can then be stated as a program objective on the next part of the form. Review questions are provided to make sure that the stated objectives are attainable, that they fit within the overall goals of the State agency, and that resources exist to accomplish them.

The utilization plan also contains a sheet for listing activities, completion dates, resources required, and resources available and--most important--for rating the feasibility of carrying the activities to completion. Space is also provided for developing a milestone chart for achieving objectives during the coming year.

An evaluation sheet is provided to enable State programmers to plan how they will meet objectives. Finally, a sheet is provided for summarizing all the resources and assistance that will be needed from NCAE.

DEVELOPMENT OF STATE UTILIZATION PLANS

Wednesday afternoon, January 25 and Thursday, January 26

Workshop participants devoted the rest of the day to development of their State Utilization Plans and the next day to continued planning and meeting with their NCAE Regional Representatives to negotiate plans for using the packages. They recognized the value of completing first drafts of their plans while at the Workshop. This would enable them to receive advice, guidance, and feedback from NCAE concerning their strategies for the use of the prevention education packages. They worked hard to complete their plans--some in their hotel rooms, some in conference rooms. They met with NCAE staff at times designated as checkpoints and made plans for negotiating their plans with NCAE. Some found, once they got into planning, that they wanted to change roles.

This exercise also had another important value: It provided NCAE with information about the needs of the States for assistance and an estimate of the sophistication and readiness of each State to begin implementing the D&D packages. NCAE staff were impressed by the State programmers' recognition that the packages could be used not only as a prevention and education tool but also as a means for collecting data that could lead to constituent support for funding of prevention activities.

After the State representatives completed their Utilization Plans, they met individually for about an hour with NCAE Regional Field Representatives, who collected information summarizing each plan. The NCAE staff critiqued the plans and assisted people with parts of the plan they were having trouble with. The NCAE staff members also collected information on a data collection sheet that had been used with the State representatives on their arrival at the Workshop to gauge the level of their readiness to use the packages. These data, collected by NCAE staff, will be tabulated as the first step in keeping a profile of each State's prevention efforts and use of the D&D packages.

To NCAE, this development of the State plans was the culmination and high point of the week's effort. The total numbers of each of the packages requested by the States was: "Reflections in a Glass," the course for women, 395; "An Ounce of Prevention," the course for black Americans, 303; "The Power of Positive Parenting," the course for parents of young children, 350. Thirty-two of the State representative selected to carry out Role 6, which meant that they would be handling dissemination of packages. For the present, NCAE will handle dissemination in the rest of the States while State representatives carry out advocacy roles and begin to get more extensive utilization plans together. NCAE will provide all the States with information on utilization.

SUMMARY OF UTILIZATION PLANNING

Friday morning, January 27

The Workshop's final session began with feedback from Elliott Wolf regarding the State plans and the information NCAE had collected from the prevention programmers.

Typical Activities Defined in State Plans

While there were a number of similarities in the plans developed by individual State representatives--such as identifying target groups that would be likely to repeat the use of the packages, thus achieving a "multiplier effect"--there was also a great deal of variation and individuality shown in the plans.

Activities identified by one SPC included training identified facilitators after an initial screening. Thus, he was willing to take on more than just a brokering role. This same SPC was also concerned with the need to develop a reporting system for the use of the packages so that he could document their use and know where to turn for any follow-up evaluation.

Another SPC wanted to spend time developing a clearly outlined system for brokering so she would not just be spending her time in random activities aimed at getting the packages used. She, like several others, wanted to carefully consider which groups to approach first.

Some participants chose the advocacy role and did not elect to begin brokering packages right away. They decided to conduct activities such as beginning to identify potential user groups and providing orientation for them. Some, who realized that groups might begin to use the packages without any brokering assistance, wanted to be ready to provide technical assistance to the groups. Others would begin an information campaign, while they developed specific plans for brokering the packages.

Several of the State programmers placed emphasis on defining ways to evaluate the use of the packages and ways of getting feedback from the groups using them. A high degree of interest in evaluation was expressed.

One SPC was planning to conduct a training program for other people in the state alcohol abuse network to inform them about D&D; his hope was that they could then assist by providing information that he could use in his brokering role.

Some participants planned to make special adaptations of the courses. A Training Specialist wanted to translate the six core sessions and the target-group-specific courses for women and parents into Spanish. She indicated a willingness to share adaptations not only with Spanish community groups in her State but also with interested people in prevention programs in other States. She also hoped to be able to adapt at least one course for native Americans.

A Program Development Coordinator chose to provide the Prevention and Education Division in his State with an overview of the D&D; following this orientation, he could then concentrate on developing community groups' awareness of D&D.

Some of the participants chose to develop public awareness campaigns while NCAE promoted the materials to specific groups within their States. In the meantime, they would work with Single State Agencies (SSAs) and recommend the use of D&D to

SSA administrators and councils. One Training Specialist devoted her efforts to scheduling the activities she would carry out, beginning with a period of 1-1/2 months, which she set aside for identifying target groups.

Others emphasized the need to make legislative groups aware of the progress being made with D&D, as part of an effort to convince them that prevention activities can be successful. This State Prevention Coordinator will introduce the D&D packages in a training session for State alcohol personnel; encourage them to find user groups; maintain materials for loan to State personnel who will monitor use in community groups; devote efforts to developing continuing plans for D&D use; and seek assistance from NCAE or other sources for development of evaluation plans.

PLANNING FOR EVALUATION

Elliott Wolf next presented the plans that NCAE had prepared for evaluating the use of the D&D packages. He also discussed the distinction between the evaluation of package utilization and the evaluation of course impact.

We have designed plans for tracking the use of the packages. Tracking will allow us to make a general assessment of the effectiveness of the courses. However, to provide verifiable data about the extent to which they bring about cognitive growth or behavior change, impact evaluation will need to be conducted. Conducting impact evaluations might make it possible to obtain data on effectiveness, and we hope that at least some States will be able to design and conduct impact evaluations. We would like to provide some assistance in these efforts.

Tracking of Utilization Data

We will gather data on utilization provided to us by the State representatives and analyze it to see what actions NCAE can take to best serve the States and support State plans.

We have prepared forms that will serve as sources of information, and will use these as a utilization and dissemination plan, consisting of 10 activities. As we have already discussed,

the first steps are to have each State prevention programmer develop a State Utilization Plan--selecting the role he or she will play in marketing, identifying target groups, and disseminating the packages to these groups; and determining the quantity of packages to be used by the State. (We anticipate that a package will be used, on the average, 3 times a year. It is important to remember that time must be allowed for groups to schedule and publicize the courses and that facilitators need time to prepare for delivering the courses.) The Utilization Plans of the State are our first source of tracking information; they get the tracking system set in motion.

We have also prepared application forms to be filled out by the requestors; this will give NCAE a source of information for screening requests and obtaining information regarding the target groups, number of participants, availability of audio-visual equipment, etc.

We have an order processing system that will be used for inventory control. This system will enable us to provide program personnel with information regarding the groups in their States that have ordered packages. We will also obtain information from those State personnel carrying out Roles 5 and 6, asking them to identify the groups that have used the packages in their States. While the order processing system is primarily a means of ensuring that groups get the packages they need, it will also enable us to monitor the States' implementation of their plans for various target organizations.

The film order questionnaire will provide us with information on the technical quality of the films and on their usefulness; it will also serve as a checkpoint, giving us information on groups that are using the films but not the packages and enabling us to make sure that all groups that have requested the packages also receive the films.

The NCAE Feedback Form, provided in the Facilitator's Handbook, will provide us with additional information regarding utilization. On this form, users will list the names of the facilitator and participants, date and location of course delivery, where they obtained the packages, duration of course delivery, and the number of participants who started and the number who completed the course.

Our staff will make follow-up telephone calls to a sampling of participants and facilitators to evaluate the course delivery. We will seek to find out about any difficulties encountered, satisfaction of participants with the courses, profile of facilitators, opinions regarding the influence of the courses on participants' attitudes about drinking, assessment of the materials, and the like. Information in these calls will enable us to do somewhat more than simply track utilization, but it will not constitute an actual impact evaluation.

IMPACT EVALUATION

Next, Elliott pointed out that one of NCAE's goals was to try to help State prevention programmers develop initial ideas regarding how impact evaluations might be conducted.

Both NIAAA and NCAE are interested in exploring the impact of the courses on participants and their communities; we want to know if the packages are effective. Therefore, we would like to discuss possible ways of implementing evaluation.* We have prepared a set of evaluation questions to assist State programmers in beginning to think through how they can evaluate the impact of D&D. These questions will aid States in developing plans for finding out whether using the packages leads to changes in public knowledge, attitudes, and practices regarding drinking problems. They will help find out if norms regarding alcohol use are changing. The key question that NIAAA wants to have answered is: Do the packages make a difference?

NIAAA also needs to have information that separates the impact of D&D from the impact of techniques such as the use of media alone, without the packages. For example, in one State, a comparison will be made between the use of media alone in one city and the use of media, outreach activities, and D&D in another city.

To stimulate our thinking, we can consider impact evaluation questions such as:

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* See Epilogue to this document, which describes follow-up planning activities with respect to impact evaluation that were carried out by NCAE with four Western States after the San Antonio meeting.

1. Do participants show changes in cognitive knowledge or attitudes about drinking?

2. How many participants actually changed, whether or not they drank—and how they drank?

3. What is the linkage between questions 1 and 2?

4. Which participant groups produced the greatest impact (influence) on their communities?

5. How does this prevention education strategy (D&D) compare with other prevention education strategies?

For the last time, State prevention programmers broke up into regional groups. The purpose was to discuss the impact evaluation questions. Various regions chose different approaches and focused on different aspects of evaluation. It was clear that guidelines would be needed by the States if they were to carry out evaluation efforts.

Region I concentrated first on the need to show that positive impacts occurred in order to show legislators that prevention is important. Participants realized this would be difficult, and acknowledged that they would like to think of prevention as a way of promoting health and measure the extent to which D&D increases healthful living. They also wanted to evaluate the effectiveness of the prevention education strategy represented by D&D.

Region II participants raised a series of questions, highlighting the need to compare impact among States and regions to find out if reasons leading to the most effective impact could be identified. They also emphasized the need for pretests conducted before the courses are delivered and posttests after at least several months have passed. They hoped NCAE could develop forms for these purposes.

Region III participants thought several States should be selected as sites for obtaining impact data, and that a national design for obtaining information was needed. They also suggested the study of various delivery approaches used by various States, with an emphasis on identifying special characteristics in rural and urban settings or among different cultural groups.

Participants from Region IV seriously questioned whether it would be possible to obtain information regarding cognitive growth or changes in behavior. They stressed the need for training or follow-up that would enable them to conduct impact evaluations which, they felt, would have to be conducted long after the courses had been delivered in order to see if change was permanent.

In summarizing the prevention programmers' considerations of evaluation needs, NCAE Field Representatives from each region pointed out that most groups felt there was a need for an evaluation design developed at the national level which could be be implemented at the State level. This would bring about consistency and comparability of findings across the country.

Following the summary of regional discussions of evaluation, a lottery was held and nine State representatives received packages to take home with them. If the exuberance they demonstrated upon receiving packages was any indication, the Workshop participants could be expected to enthusiastically encourage the use of D&D packages in their States when they returned home.

Certificates of completion were awarded, and the Workshop was closed by NCAE Director, Maureen Carroll:

At the beginning of the Workshop, we felt that this would be a special kind of meeting because we were presenting State alcohol prevention programmers with a much-needed package of materials that they could use to carry out prevention education strategies in their States.

Our expectations have been exceeded because of the positive response of State programmers to the prevention education strategy and the materials that are now ready for their use. This gives us energy to go back and continue our efforts to support the State prevention efforts from a national level. We hope that State prevention programmers will keep us informed about their experiences in the use of the packages and that we can assist them as needed. Let's keep the lines of communication that have been established at this meeting open.

There was universal agreement among participants that the Workshop had achieved all its objectives. They were familiar with the materials, and some were making plans to lead demonstration sessions in their States, following the approach used by NCAE at the Workshop.

But there was a stronger, more positive feeling than that of simply having received materials, developed State plans, and arranged for more contact with NCAE. The participants were sold on the strategy underlying the development of the packages--enabling people to think about and make responsible decisions as a result of information about drinking and considerations of personal growth. They saw the packages as a new kind of prevention strategy and recognized the potential for duplication of this strategy in other health fields. They wanted to get groups started in delivering the packages; they wanted to put the prevention strategy to work.

Observers at the Workshop were impressed with the potential of the Workshop itself as a model for disseminating Federal programs to the State level where much responsibility for implementation lies.

EPILOGUE: PLANNING FOR IMPACT EVALUATION

As a follow-up to the high level of interest in impact evaluation evidenced by participants at the San Antonio Workshop, the Western Area Alcohol Education and Training Program held a meeting in San Diego to begin to develop plans for carrying out impact evaluation procedures. NIAAA also increased NCAE's scope of work to include the preparation of an analysis of the design issues involved in undertaking an impact evaluation in selected States.

David Rowden, Manager, NCAE Evaluation Division, explained that NCAE will be able to provide support to States that are conducting impact evaluations, by focusing on the secondary measures of impact that are received from States, passing this information along to NIAAA and to the States.

One of the outcomes of the analysis of design issues and contact with the States will be the preparation of a position paper, by NCAE, on what would be required to conduct an adequate impact evaluation. In the meantime, NCAE will proceed with the utilization tracking that was described at the Workshop.

Under the leadership of Dr. William Wilkinson, the meeting of the Western Area Alcohol Education and Training Program was attended by Dr. Rowden; Sharon Appleman, NCAE Regional Field Services Representative; and the State Prevention Coordinators (or equivalent) and the evaluators from California, Oregon, Washington, and Utah. This meeting was a direct outgrowth of the need for information on conducting impact evaluation that was made evident at the San Antonio Workshop and of the interest expressed by Workshop participants in conducting impact evaluations.

Dr. Rowden facilitated the meeting, focusing the participants' attention first on what they would like to find out about the effectiveness of the D&D packages and then on what they could find out. The discrepancy between what they would like to do and what could be done led to some creative decision making regarding actual steps they could take.

Participants described the kinds of data they would like to obtain in terms of "information wanted." The things they wanted to know included such data as:

- Changes in attitudes and values regarding drinking among participants.
- Changes in behavior related to alcohol use among participants.
- Among parents—changes in modeling behavior.
- Number of people in the community whose attitudes or behavior changed as a result of information obtained from course participants.
- Changes in community values and attitudes—the "ripple" effect of course presentation.
- Costs of bringing about changes in cognitive growth or behavior change.

They also wanted to obtain other kinds of information, more related to utilization than to impact, such as number of participants in courses, kinds of incentives used to secure attendance, profiles of participants, number of referrals made to community agencies, criteria for selecting appropriate target groups, etc.

Participants concluded the session by narrowing their focus and agreeing that it might be possible to find out about factors such as the extent to which course participants became role models for responsible decision making, the extent to which responsible drinking was encouraged or resulted within a community, and the effects of the education on course participants, through the use of pretests and posttests.

The group agreed that the evaluation could be designed to find out whether cognitive learning took place and what people actually learned about the use of alcohol. Then, if learning had occurred, instruments could be designed to find out if the cognitive learning affected behavior and whether behavior changes in participants influenced other groups in the community.

There was complete agreement among the group that they wanted to measure community behavior, just as there was also agreement that they would only have a limited amount of resources and time to devote to identifying cognitive growth, attitude change, and behavior change.

The positive outcomes of the meeting were that NCAE and the States got together again, continuing the contact established at San Antonio and that NCAE was recognized as a valuable resource to call upon in designing impact evaluation. In addition, communication was increased between prevention coordinators and evaluators who were able to mutually agree on the need for evaluation and on its major benefits. Evaluation was clarified for State programmers.

Dr. Rowden was provided with taxonomic data that could be used in determining what the needs for evaluation are and can provide this information to NIAAA, indicating the extent to which States will need assistance in carrying out impact evaluation. Finally, the meeting of the four Western States reinforced the need for continued clarification regarding impact evaluation, and called attention to possible problems.

For example, one of the States is already planning evaluation and has an impact evaluation design prepared. Its success will depend on knowing exactly what groups get packages; therefore, NCAE will have to keep the State well informed about the distribution of any packages through means other than the State Prevention Coordinator. Allowing other packages to get into the State without the knowledge of those who are conducting the evaluation could distort the control measures that have been built into the evaluation, which depends on knowing exactly where packages are used and by whom.

Dr. Rowden also described the plans being made by Florida, where two approaches to prevention will be compared. In one city, prevention messages in the media alone will be used; effects of the media campaign will be compared with efforts in another city where a community task force and the D&D packages will be used. Changes in attitude in the two cities will be compared, using a pretest and 1-, 2-, and 3-year follow-up posttests.

To conduct effective evaluations, some States will need to receive tracking data from NCAE oftener than quarterly, as had been planned. In these cases, NCAE will try to reorganize its utilization tracking design to provide monthly information.

During the coming months, NCAE will be exploring other ways in which it can assist States in the design of impact evaluation. The interest in conducting such evaluations was strongly in evidence at the meeting of the Western States.

APPENDIX A: WORKSHOP PARTICIPANTS

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WORKSHOP PARTICIPANTS
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APPENDIX B: RECOMMENDED TARGET AUDIENCES

APPENDIX B

RECOMMENDED TARGET AUDIENCES

"Reflections in a Glass" - Recommended Target Audiences

- Federated Women's Organizations/Women's Service Organizations (e.g., League of Women Voters, Junior League, National Council of Negro Women, National Organization of Women, American Association of University Women, etc.)
- Women's Social Clubs (e.g., community centers, garden clubs, military wives clubs, bridge clubs, etc.)
- Women's Auxillaries (e.g., Jaycettes, Lioness, etc.)
- Women's Resource Centers/Consciousness Raising Groups
- College Women's Dormitories
- Sororities - business, college, etc.
- Women's Task Forces - federal, state, local
- Advisory Councils
- Women's Professional Organizations
- Women's Penetentiaries
- Women's Pre-release programs
- Gay Women's Groups
- Newcomer groups
- Women's Church groups
- Women's Teacher Organizations
- Sexual Assault/Rape Crisis Centers

- Community Mental Health Center groups
- Home Demonstration groups
- Girls Secondary schools - upper teens
- Female teen groups (e.g., 4-H, senior girl scouts, etc.)
- Housing authorities
- Continuing Education/Community Colleges
- Nursing Association/Groups
- Occupational programs for woman (e.g., unions, etc.)
- Mixed membership groups (e.g., both men and women)

"Power of Positive Parenting" - Recommended Target Audiences

- Parent groups/associations (e.g., Parent-Teacher Associations, Parents without Partners, Parents Anonymous, La Leche League, etc.)
- Child Care Center parents (e.g., Head Start, Day Care Nurseries, Cooperatives, etc.)
- Child Care Clinic parents
- Community Mental Health Centers
- Caretakers of children/youth (e.g., Foster parents, runaway house staff, etc.)
- LEAA-funded youth crime prevention groups
- Special school groups which work with parents (e.g., private schools, schools for children with special problems, etc.)
- Right-to-life groups

- Church groups
- Social groups which attract parents (e.g., college students, wives groups, ethnic groups, tribal councils, homemaker groups, planned parenthood groups, etc.)
- Family resource centers
- Prenatal parent groups
- Psychiatric clinics
- Parenting courses
- Mother-daughter or father-son groups
- Social agency clients (e.g., welfare clients, public health clients, child abuse clients, planned parenthood groups, etc.)
- Public/Private schools programs (e.g., home economics, health education, family living courses)
- Alcoholism councils
- Crisis centers with parent populations
- Recreation department/community centers
- Homemaker groups
- Early child care facilities staff
- Community college/continuing education courses
- Teacher/social services worker pre- or in-service training
- Occupational programs
- Surrogate parent training (e.g., scout leaders, Big Brothers, etc.)